
BRANDEIS UNIVERSITY



The Florence Heller Graduate School for Advanced Studies in Social Welfare

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**The Florence Heller
Graduate School
for Advanced Studies
in Social Welfare**

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The Mission of the Heller School

The mission of the Heller School is to develop new knowledge and insights in the field of social policy and to educate students as managers, teachers, researchers and policy analysts. The mission is based on a commitment to develop policies and management techniques to help assure a decent quality of life for all human beings, especially those who are aged, poor, disabled, or in other ways lack the capacity or resources to secure their own well-being. To accomplish the mission, the school emphasizes social policy analysis (a multidisciplinary search for solutions to complex social problems) and the management of human services.

Brandeis University established The Florence Heller Graduate School for Advanced Studies in Social Welfare in 1959 to provide professional education in the field of social welfare and social policy. From the beginning, a doctoral program has educated students for scholarship, teaching, research, social planning, administration and policy analysis. Since 1977, a master's program has prepared managers for the human services in public and private organizations.

The school develops, transmits and disseminates knowledge concerning social institutions and values and their impact on human development. It examines policies and processes aimed at reducing and overcoming obstacles to human well-being. Students and researchers apply insights from the natural and social sciences and social welfare issues to understand human problems and to improve domestic as well as international social conditions.

Research and education at the Heller School focuses on scholarly analysis and practical solutions emphasizing policies concerning aging, physical and mental health, income security, work, families and children, and social change. The school's commitment to the changing needs of disadvantaged individuals and social groups is reflected in research and study of minorities, women, children, the elderly, the unemployed, mentally and physically handicapped persons and individuals involved in the criminal justice system. These priorities change within the school depending on available resources and the broad social welfare context.

Approved by the Heller Faculty
February 18, 1986

A Message from the Acting Dean

Since its founding in 1959, the Heller School has fostered an educational and research environment for addressing the major social issues of the day and for educating a group of individuals who can become true leaders in enhancing the social welfare of all Americans. Current enrollment totals 207 Master's and Ph.D. students of whom 132 students are in residence, 27 of these in the Master's program. The Heller School operates with a budget of \$14,000,000 covering salaries, student scholarships, stipends, and other operating expenses.

The Heller School is distinctive among graduate and professional schools of social welfare, social policy, and management. The core curriculum brings together key social science disciplines, such as economics, political science, sociology, and the management sciences with a variety of policy fields ranging from aging, and children, youth and families, to disability, health policy, and mental health. In addition, in the doctoral program, students learn qualitative and quantitative research methods which are needed for practical policy research as well as for writing dissertations. In the Master's program, students gain skills in all major management areas needed for competent direction of human service organizations. At the heart of the teaching and administration of these programs is a core of 22 dedicated full-time faculty aided by more than 25 senior researchers and a group of outstanding adjunct faculty who add breadth to the educational experience.

Students themselves, through their past experience in human service organizations, also contribute to the educational process. By having encountered real-world problems and by bringing their own commitments to bettering the general welfare of vulnerable and underprivileged groups, students help to marry insights from the social science disciplines with solutions for concrete problems in their fields of interest. Faculty therefore treat students with great respect, not only as learners but as potential pioneers who bring practical concrete problems for solution to the academy.

Through its research centers and special programs, the Heller School generates more than \$10,000,000 in grants and contracts from the federal government and private foundations. Not only are these centers home to additional staff researchers, but students find valuable research experiences in projects located in the research centers that deal with aging, health, mental health, mental retardation, human resources, families and children, youth education and work initiatives, and social change.

Alumni also serve as examples of leadership and achievement across the whole spectrum of social policy and social welfare. There are now over 1000 alumni of the Heller School who hold leadership positions in state and federal government, human service agencies, universities, and the independent sector of research and charitable activity. Recent Ph.D. alumni have backgrounds in policy analysis, research, use of computers and program evaluation which are sought by the higher education community, government agencies, and the private sector. These alumni engage in teaching, research, and administration at schools of public health, nursing,

social work, and related university departments and government agencies throughout the U.S., as well as Canada, Israel, and several African nations.

Recent alumni of the Master's program in management find management positions in state and local government and private and not-for-profit agencies. Down-turns in the economic cycle can affect such positions, but the social problems of communities will not go away and alumni continue to find work in a variety of public agencies, as well as private and not-for-profit organizations. They deal with budgets, cost containment, capital planning, and program development. Foreign alumni have returned to government jobs in China, Egypt, Jordan, South Africa, Israel, and Canada. They work with direct service providers and advocacy groups managing and coordinating services for home care delivery from hospitals, senior service providers, day care for children, and the disabled.

The Heller School recognizes that few major social problems can be solved without developing programs that link public and private sectors. Thus, the school strives to focus educational programs in a way that will build on the strengths of publicly financed and administered programs but will also elicit the trust and informal cooperation of families, communities, and the private sector. It is particularly rewarding to know, from the ever growing network of Heller alumni, that our graduates continue to be successful in their jobs, while at the same time remaining committed to social welfare and the ideal of service to others.

Janet Z. Giele, Acting Dean
1993-1994

Section 2B of Chapter 151C of the Massachusetts General Laws provides that: "Any student [...] who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day shall be [so] excused..., and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged ... for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

Policy of Brandeis University Pertaining to Religious Observance

In constructing the academic calendar, religious holy days will not be the sole factor in determining days on which classes will be held or suspended. It is the policy of the university, however, that students be encouraged to observe their appropriate religious holy days, that instructors strive to facilitate this by allowing absence from classes for such purposes and by trying to ensure that no examinations, written reports, oral reports or other mandatory class assignments are scheduled for or due on such holy days; and that instructors provide ample opportunities for such students to make up work missed on such occasions without penalty.

Academic Calendar Spring 1994

Monday, January 17	No University exercises, staff holiday: Martin Luther King Day
Tuesday, January 18	First day of instruction
Monday-Wednesday, January 24-26	Heller School students register and enroll
Monday, January 31	Last opportunity to enroll in courses
Friday, February 18	Last day to drop a course
Monday, February 21	Staff holiday: President's Day
Monday-Friday, February 21-25	No University exercises: Midterm Recess
Tuesday, March 1	Last day for Heller School May and August degree candidates to submit Application for Degree to the Heller School Registrar
Monday-Friday, March 28-April 1	No University exercises: Passover and Easter
Monday, April 18	Staff holiday, classes in session: Patriot's Day
Monday, May 2	Last day of instruction
Monday, May 9	All work for fall term incompletes due to instructors
Sunday, May 22	Commencement

The Educational Programs

The Heller School offers a Doctor of Philosophy in Social Welfare Policy and a Master of Management of Human Services (M.M.H.S).

The Ph.D. Program prepares students for advanced positions in teaching, administration, policy analysis and research.

The Master's Program educates graduates for middle- and upper-level management careers in public, private and nonprofit human service organizations.

The Heller School is organized around a number of substantive policy areas that enable students to study in a milieu of ongoing policy analysis and research. The major substantive areas of concentration, which are listed here, are supported by the projects of the various research centers and specialized training programs.

Aging

Children, Youth, and Families

Health Policy

Human Resources

Mental Health

Mental Retardation and Developmental Disabilities

Social Change

The Ph.D. Program in Social Policy

The Ph.D. Program consists of course work in the basic social sciences, statistics and research methods, policy analysis and advanced work in substantive policy areas. The curriculum is structured to prepare candidates to make original contributions to the policy literature of social welfare through completion of policy research dissertations.

Most students accepted into the program are mature professionals; most have a master's-level degree in an area of social welfare, health or one of the social sciences and significant experience as program directors, managers, teachers and researchers. They often know a great deal about programs, agencies and governmental welfare activities and frequently are informed in a specific policy area. They represent the various geographic regions of the United States, as well as a selection of other countries. In addition, the program selects a small number of applicants with a commitment to the social welfare field and a strong academic background, but with limited professional experience.

Students invited to join the educational programs of the Heller School bring outstanding records of substantial professional achievement and promise for academic excellence. Emphasis in selection is placed

on evidence of a commitment to the field of human services and the willingness to develop the conceptual, analytic and research skills central to the educational program. Students have opportunities to participate in the research activities of the school's various policy research centers. In addition, they frequently are sought, while completing their degree, to teach in local colleges and universities. They are also invited to work with local research organizations and serve as consultants and advisors to the broad network of human service organizations in the Greater Boston Metropolitan area.

The national reputation of Heller alumni and the broad network of professional relationships of the faculty and research staff have been instrumental in enabling graduates of the School to secure positions as senior administrators, managers, faculty, researchers and analysts in human services and social welfare. A growing emphasis on placement activities and the availability of a network of alumni and friends in leading positions in social welfare support the potential opportunities for the professional enhancement of graduates. More than 1000 students have been graduated from Heller and many are national leaders in social welfare education, senior executives in local, state and federal welfare organizations, and researchers and writers who are leading producers of

the conceptual and empirical literature for national and international social welfare policy discourse.

The Ph.D. Program is designed primarily for full-time study, with about 20 new full-time admissions each fall; three to five part-time students, however, are admitted annually. Some adjustment is made in the class schedule to accommodate part-time study, but the program presumes availability for course work during the day.

Areas of concentration focus primarily on important subgroups of the population and major policy arenas. The most attention is on national and state issues but increased attention is being given to international comparisons and global issues. The educational program includes a broad range of research activities that permit students to participate in policy activities with faculty and senior researchers. The centers (described in another section of the catalogue) also provide valuable resources and intellectual support for the dissertation work of Ph.D. students.

Ph.D. Program Requirements

Given the varied educational and professional backgrounds of matriculants, the program of study is flexible. While the specific requirements are few, the expectations are well-defined and substantial.

The requirements are:

- 14 graduate courses (18 for entrants without a master's degree) of which four may be taken at other approved institutions;
- three of the 14 or 18 required courses must be research methods or statistics courses;
- completion of qualifying examinations in three areas of social science applied to social policy: economics, political science and sociology;
- successful oral and written defense of a dissertation proposal;
- completion and successful oral and written defense of a dissertation.

The Ph.D. Curriculum

The curriculum consists of core courses in social sciences; courses in social welfare and social policy analysis; courses in statistics and research methods; and course work related to substantive policy areas.

Core Courses

Basic courses in economics, political science and sociology provide conceptual perspectives that are central to the social policy process. The goal of these courses is to enable students to understand and use the theoretical frameworks of each discipline as tools in policy formulation and evaluation. Though not required, the great majority of students take the courses during the first three semesters to prepare for the qualifying exams which are ordinarily taken at the end of the third semester. In addition, core courses in social welfare provide both a survey to policy approaches and perspectives on the social context of policy issues.

Statistics and Research Methods

Two courses combining statistics and research design using the computer for problem solving are completed by students unprepared to enroll directly in advanced statistics courses. Advanced research courses include regression analysis, econometrics, various courses in multivariate statistical procedures, evaluation research and research methods. All students are required to complete a minimum of three statistics or research methods courses.

Social Policy Specializations

Specialized information and "cutting edge" knowledge are provided in courses representing the school's policy specializations (discussed under the

section on Social Policy Research Activities). Courses are offered in a variety of policy areas, providing an overview of the major theoretical models, research findings and an analysis of current federal, state and local policies that characterize the area. Students are expected to participate in thinking through new approaches to resolving social problems in the various areas.

Qualifying Examinations

Qualifying examinations are ordinarily taken at the end of a student's third semester of study. The examinations evaluate students' capacity to use the conceptual content of economics, political science and sociology for policy analysis. Those who do not achieve a passing grade in the examinations are given an opportunity to retake them at the end of the following semester.

The Dissertation

Concentrated dissertation work is usually underway by the fourth semester. Dissertations are expected to focus on the analysis of significant social policy issues and must make an original contribution to the field. Dissertations are written under the direction of a dissertation committee consisting of two members of the Heller faculty, a member outside of the School who is a qualified professional in the area of study and a fourth member who may be a Heller faculty or outside member. The committee must be chaired by a member of the Heller faculty.

Master of Arts in Social Policy and Women's Studies

Students who have already been admitted and have matriculated into the Ph.D. program in Social Policy may elect to undertake a joint master's degree program in social welfare policy and women's studies. Admission to the program is granted only with the approval of the Director of the Women's Studies Program and the Dean of the Heller School.

Degree Requirements

Granting of the joint degree occurs only after the qualifying examinations, taken as part of the requirements for the doctor of philosophy degree, are passed and the following requirements have been completed:

- completion of nine Heller School courses;
- completion of WMNS205a Foundational Graduate Seminar, offered by the Women's Studies Department*;
- completion of one graduate course at the Heller School that is cross-listed with Women's Studies;

- completion, in any Brandeis Department other than the Heller School, of one graduate course that is cross listed with the Women's Studies Department and has been designated by the Heller faculty as congruent with the Heller Ph.D. program*;
- participation in an eight part colloquium series designed and administered by the Women's Studies Department;
- satisfactory completion of a master's thesis.

The Master's Thesis

The thesis is a major analytical document that both (a) reviews, synthesizes and builds upon prior knowledge and (b) also makes an original contribution. This document can be based upon prior work of the student, including synthesizing and/or expanding on course papers and work leading up to a dissertation proposal. The master's thesis proposal must be approved by the Women's Studies Advisor, and the final document is read and must be approved by the Women's Studies Advisor and two other Heller faculty appointed by the Director of the Ph.D. Program.

*Courses provide simultaneous credit for both degrees.

The Master of Management of Human Services Program (M.M.H.S.)

The day and evening master's programs prepare individuals for management positions in the complex and changing environment of public, private and not-for-profit human service organizations. The full-time day program provides a two year master's degree in fifteen months. Both the day and evening programs draw on the longstanding strengths of the Heller School for graduate studies in social welfare policy and management. The curriculum focuses on financial and management skills and courses in specialized policy areas of human services. The day program also enables students to participate in a hands-on experience in management decision making in a field setting. Both the day and evening master's programs are based on the belief that doing the correct thing (policy) is as important as doing it well (management).

Students who enter the programs ordinarily have experience in some aspect of human services. They are selected on the basis of academic achievement and commitment to develop the skills of a professional manager in human services. Applicants for the day program may be accepted directly from undergraduate programs if they have outstanding academic records and evidence of a strong com-

mitment to human services. Evening program applicants are expected to have substantial work experience.

Calendar

The master's day program begins the first week of June each year and ends in August of the following year.

The master's evening program begins in early September and offers courses only during the regular fall and spring semesters.

The Master's Curriculum

The curriculum of the day and evening programs has been designed to emphasize both the practical and the policy aspects of human services management. Combining technical management skills and human service policy, the curriculum has several fundamental objectives: provide basic skills in financial and managerial accounting, finance, statistics, information systems, program evaluation, personnel management, organizational behavior and strategic management techniques; develop a broad perspective on the administrative and bureaucratic issues of human services; and familiarize students with policy concerns and issues of social welfare. The curriculum emphasizes the use of computers in all relevant courses. Students leave the programs prepared to work in Lotus 1-2-3, use computerized graphic displays, and have the

opportunity to use a statistical package (SPSSx) for analyzing large data sets.

Core Requirements for the Day Program

The day program can be completed in either a 12- or 15-month period. Most students are admitted to the 15-month, 15-course program. (The 12-month, 12-course day program is restricted to experienced professionals.) While most of the students are full time, part-time students are encouraged to apply. Part-time students are expected to take two courses each semester, allowing completion of the management lab by the end of the second summer. The part-time program should be completed within three years of matriculation.

Planned as an intensive academic program to minimize time in school and away from the job market, the requirements are:

- completion of 12 or 15 courses (depending upon the program to which the student is admitted), two of which may be taken at another university or department at Brandeis;
- completion of a management laboratory project based in a human service agency; the laboratory project is equivalent to the work of two regular courses.

The following courses are currently required:

- HSSW250a Financial Accounting;
- HSSW251a Managerial Accounting;
- HSSW252b Strategic Management;
- HSSW253b Organizational Behavior;
- HSSW258a Operations Management;
- HSSW280a Statistics for Managers;
- HSSW350a Economics of Human Services;
- at least one from the following: HSSW210a Overview of Human Services; HSSW300a Social Context of Social Policy; HSSW303a Historical and Contemporary Developments in Social Welfare; HSSW351a Comparative Political Economy;
- at least two courses from the following (one for students in the 12-month program): HSSW248b Finance; HSSW254a Personnel and Human Resource Management; HSSW255a Management Information Systems; HSSW285a Marketing for Non-profits;
- three Policy courses (from the HSSW300 and HSSW500 course offerings);
- two elective courses (not required for 12-month program);

- the Management Laboratory Project.

The Management Laboratories

The Management Laboratories represent an opportunity for students to apply their management skills in resolving a managerial problem in a human services context. The projects are developed in response to requests by human service agencies for assistance with a management issue. A team of three or four students is assigned to each project. The team is assisted by a faculty advisor and representatives from the agency with the overall process under the guidance of the management laboratory coordinator. The effort takes place over a four-month period and culminates with a final written report and an oral presentation. The oral report is presented to faculty, agency representatives and fellow students. The report consists of a detailed analysis of the problem and recommendations for alternative courses of action to remedy the situation. The following list of recent projects illustrates the range of projects and agencies:

- Conduct a feasibility study for the Women's Community Development Credit Union;
- Match Arthur D. Little's need for facilitation skills training with a training program;
- Satisfaction survey for Emerson Hospital's psychiatric and substance abuse treatment;

- Determine the most effective management configuration for Alternative Home, Inc.;
- Develop a plan for the Rose Art Museum at Brandeis University to assume financial responsibility for its own direct costs by 1996;
- Evaluate the Massachusetts Corporation for Educational Telecommunications's internal and external communication;
- Conduct a series of focus groups as part of the Brandeis University Library's on-going assessment of their services.

Core Requirements for the Evening Program

The evening program requires the completion of 12 courses; nine in management and three in policy.

The following courses are currently required:

- HSSW250a Financial Accounting;
- HSSW251a Managerial Accounting;
- HSSW252b Strategic Management;
- HSSW253b Organizational Behavior;
- HSSW258a Operations Management;
- HSSW280a Statistics for Managers;

- HSSW350a Economics of Human Services;
- at least two courses from the following: HSSW248b Finance; HSSW254a Personnel and Human Resource Management; HSSW255a MIS; HSSW285a Marketing for Non-profits;
- three Policy courses.

Computer Laboratory

The purpose of the computer laboratory is to provide the students with the basic computer skills necessary to manage today's human service organizations. While emphasis is on Lotus 1-2-3, students are also introduced to word processing and other basic uses of computers. The lab is given in support of the statistics and accounting courses.

Special Student Status

Human service managers who wish to take courses without applying to the M.M.H.S. program may do so with the permission of the program director. They should identify the course and send a letter of interest, a resume and transcripts from all undergraduate and graduate schools they have attended to the program director. No more than two courses taken as a Special Student may be applied to fulfill the degree requirements of the M.M.H.S. program. (See the section on Special Students under Academic Policies.)

Dual Degree in Jewish Communal Services and Management of Human Services

Brandeis University's Hornstein Program in Jewish Communal Service has joined the Heller School in providing a dual degree. The purpose of the combined program is to apply the management skills of the Heller M.M.H.S. program with training for Jewish communal service. Graduates of the joint effort receive two degrees, a Master of Arts in Jewish communal service and a Master of Management of Human Services. Students must apply and be admitted to both programs. The program requires 24 months of intensive study organized around eight core management courses plus the management laboratory project at the Heller School and 12 courses at Hornstein for a total of 20 courses. A one-month seminar in Israel is also required. More detailed information on the dual degree program is available upon request.

MGH Institute of Health Professions/Heller School Program

Students enrolled in a Master of Science program at the MGH Institute of Health Professions in the fields of nursing, occupational therapy, physical therapy, dietetics or communication disorders may earn a Certificate of Management upon completion of five management courses at the Heller School. Students who have completed this program may, upon application and acceptance, earn a Master of Management of Human Services degree at Brandeis University by completing four additional management courses at the Heller School. For more information, contact the MGH Institute of Health Professions at (617) 726-3140.

Given the changing environment of human services and the learning needs of managers and policy analysts, core requirements for the master's and doctoral degrees are subject to change. Applicants to both programs should request information on current degree requirements from the Heller School registrar.

Courses of Instruction

Management

HSSW248b Finance

The course introduces principles of financial management for both nonprofit and for-profit organizations. Although the financial instruments available in the two sectors are different, some principles are transferable. The course develops basic tools of financial analysis and then considers approaches to financial decision making in the two sectors.

Usually offered every spring.

Mr. Friedman

HSSW250a Financial Accounting in Nonprofit Organizations

The object of the course is to introduce terminology, underlying concepts, preparation and interpretation of financial reports of not-for-profit organizations and to understand what balance sheets, income statements and funds flow statements are able to communicate to managers and other interested parties. The overriding purpose of the course is to become an intelligent user and interpreter of financial statement information. Usually offered every summer.

Mr. Sherman

HSSW251a Managerial Accounting

This is an intermediate-level course in managerial accounting, with special emphasis on applications to managerial decision-making. The purpose is to teach some of the

conceptual and technical skills needed to manage financial and strategic control problems facing health and human service managers. Topics such as budgeting, cost accounting, pricing, programming and evaluation reporting will be included because of their importance in human service settings. Usually offered every summer.

Mr. Chilingirian

HSSW252b Strategic Management

The course is designed to identify opportunities and strategies involved in the management of private, not-for-profit and public agencies. Various ethical, organizational and environmental factors that affect management, strategic management techniques for managing organizations, and the role of political pressures are examined. Much of the course work is based on case studies. Usually offered every spring.

Mr. Bush

HSSW253b Organizational Behavior

This course focuses on how managers and non-managers in organizations behave, thus it is the study of managerial action in organizations. Students are given an opportunity to both investigate and experience the relevance of the behavioral sciences to the study of human problems in organizations. Through managerial case studies and experiential exercises, the course explores how individual, group and organizational structures and processes, as well as the

broader environmental context, make managers in the organization either effective or ineffective. Usually offered every spring.

Mr. Chilingirian

HSSW254a Personnel and Human Resource Management

The course provides an overview of the problems and opportunities in managing people. Topics include selection of employees, motivation, performance appraisal, compensation, benefits, job classification, EEO, training and development and the relationship of human resource management to organizational mission. Most of the course is devoted to the discussion of cases. Usually offered every summer.

Mr. Bush

HSSW255a Management Information Systems

The course is designed to help students deal intelligently with the choices involved in using computers. The main focus is on management tools and the use of computers to improve the performance of organizations. Students will become familiar with basic MIS concepts, with the systems development process, and with a range of important applications and issues. The Summer Computer Laboratory or equivalent knowledge is a prerequisite for this course. Usually offered every fall.

Mr. Lazarus

HSSW258a Operations Management

This course is about operations management and operations managers. The main focus is on managing the supply of services in the not-for-profit and public sectors. Key areas addressed are the characteristics of different processes, internally with respect to the workforce and externally to the "market" served; basic concepts such as capacity and production; other operating trade-offs, for example, in cost, technology and people; the use of standards and performance measurement; the management of quality; and the role of the operating manager. Usually offered every summer.
Mr. I. Morgan

HSSW280a Statistics for Human Services Managers

The course reviews basic statistical procedures essential for managers including measurement of management-related phenomena, numeric and graphic data displays, critical ratios, variance analyses, basic regression and correlation and statistical testing. The course is a computer-based learning experience. Usually offered every summer.
Mr. Kurtz

HSSW285a Marketing for Nonprofit Organizations

This course exposes the student to the theory and practice of marketing research, marketing strategy formulation, and marketing implementation for

non-profits. Relying upon academic reading, classroom discussions will focus on case studies, and guest presentations of contemporary human services' marketing issues encountered by Boston area agencies. The course will confront students with actual marketing issues faced in a recessionary economy. Usually offered every summer.
Mr. S. Morgan

HSSW299b Management Laboratory Project

The management laboratory project, which is required for completion of the master's day program, is designed for groups of three to four students, under faculty supervision, to function as a consulting team for a human services agency (public, private or nonprofit) in the Greater Boston area. The team evaluates a management problem presented by the host agency, in order to analyze relevant management issues and make recommendations for improvements. Findings and recommendations are presented to the agency and to the Heller community in a written report and an oral presentation. The management laboratory project gives students the opportunity to apply classroom concepts and skills to an actual management situation. Usually offered during the spring and summer.
Staff

Social Policy and Social Welfare

HSSW210a Overview of Human Services

This course acquaints students with the history of social welfare services in the United States, the major philosophical orientations in human services, current organization of federal and state programs and key trends and problems in several substantive areas of human service delivery. The course is divided into three major sections. The first is devoted to an overview of the history of social welfare services in the United States and the organization of federal and state programs. The second part of the course focuses on current issues in health care, mental health/mental retardation, child and family services, the criminal justice system and services for the elderly. The final phase of the course is based on student presentations of human service issues from various theoretical orientations: conservative; moderate; liberal and radical. Usually offered every summer.
Ms. Upshur

HSSW300a The Social Context of Policy Issues

This seminar studies the evolution and dynamics of human societies; their social, economic and political institutions, and the social policies, values and ideologies that reflect and sustain these institutions. The seminar develops a theoretical base for an analysis of the roots of social issues, and for social change practice toward human survival, development and liberation. It examines assumptions concerning human nature, human needs and universal aspects of the human condition. It identifies major variables of social orders and social change, and interprets the evolution of societies as results of efforts to satisfy real and perceived biological, social and psychological needs and interests through cooperation and/or conflict among individuals and collectivities. These explorations yield a conceptual model and framework for the analysis of social policies and social orders, and for the development of alternative policies and orders. These conceptual tools are used for an analysis of the prevailing societal context of the United States. The seminar aims to assist students to think critically, to clarify their assumptions and values, and to develop their own positions on social policy issues, rather than to adopt uncritically the values, assumptions and positions of authorities and established institutions. Usually offered every fall.
Mr. Gil

HSSW303a Historical and Contemporary Developments in Social Welfare

The seminar is designed to increase the student's understanding of the development of social welfare over time. Students will be exposed to policy arguments and primary historical documents so that these arguments may be read within the context of the times. A framework for assessing perennial issues in social welfare will be presented and used to analyze existing social welfare issues. Usually offered every fall.
Mr. Callahan

HSSW315a International Perspectives on Social Policy

This course reviews major issues related to economic development and the role played by social welfare policy. It provides an overview of the development of social welfare institutions and policies outside the United States. It examines similarities and differences between developing and industrialized countries. Major attention is given to the historical development of the "welfare state" and the planning/market dichotomy faced by countries. Special attention is given to health, family, and aging policy. Prerequisites: (A) Either HSSW350a Economics of the Human Services; HSSW352a Economic Perspectives on Social Welfare Policy; or a basic course in economics at another institution; and (B) HSSW351a Comparative Political Economy. Usually offered every spring.
Mr. Schulz

HSSW316a Violence in Everyday Life: Sources, Dynamics and Prevention

This seminar explores the meaning, sources and dynamics of social-structural and interpersonal violence, and relations among these destructive phenomena. It traces social, psychological, economic, political and cultural dimensions of violence and counter-violence in everyday life, with special emphasis on links between the organization and quality of work in society and levels of violence. It also explores approaches toward reducing and eventually eliminating violence in human relations from local to global levels. Not offered every year.
Mr. Gil

HSSW319a Work, Individual and Social Development, and Social Welfare

This seminar explores changes in the definition, organization and design of work and the exchange of work products throughout the evolution of human societies, and consequences of these changes for individual and social development and for social services. The seminar should facilitate insights into work as a universal, existential process, whose structure and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival, development and welfare, and as they gained knowledge of nature and enhanced their technological capacities and skills. Finally,

the seminar explores essential attributes of modes of work conducive to optimal human development and liberation. Usually offered every fall.
Mr. Gil

HSSW321a Integrative Policy Analysis Seminar

The purpose of this seminar is to help the student to undertake and communicate analysis of social welfare policies. A framework for policy analysis is offered and applied to substantive areas of social welfare. Students prepare a policy analysis paper and make a formal presentation. Communication techniques, including editorials, op-ed pieces and testimony are considered. Both analytic and communication skills are the object of this seminar. Will be offered Spring 1995.
Mr. Callahan/Mr. Altman

HSSW326a Race, Class and Culture: Relevance for Social Policy

This course examines race, ethnicity, class and culture in the United States and how they help shape processes of social interaction among groups. Attention is given to immigration, poverty, and family structure as key variables that differentially affect groups of European origin and people of color. We will examine the relevance for social policy of the changing composition of the U.S. population and the debate about multiculturalism. Parallels and differences between race and gender are analyzed. Usually offered every fall.
Ms. Williams

HSSW536a Social Protection Systems

The course considers the basis for social protection systems.

What are the risks, on the income and expenditure sides of household budgets, that require protective measures? What are the possible protective actions that can be taken by households, private groups such as employees and employers and governments? How does the mix of protective measures vary across countries, by economic system, and over time? How can particular programs be designed and managed so as to protect against risk and avoid undermining incentives to work, maintain households and spend prudently? Usually offered every fall.
Mr. Hausman

HSSW551a Process and Models of Policy Formulation and Implementation

The seminar is designed to introduce students to various techniques utilized in policy development and analysis, to focus on problems and the process of implementation of policy and to examine the development of policy in several selected areas. Case studies are drawn from the field of disabilities as well as child and family policy, education and health care. Issues addressed include the role of social scientists in influencing policy and analysis of specific influences and historical trends that have shaped particular policies. Students are required to conduct a policy analysis on a topic area of their choice and make recommendations utilizing a specific analytical methodology. Usually offered every fall.
Ms. Upshur

Social Sciences

HSSW320A Sociological Perspectives on Social Policy

This core course selectively reviews the insights that various sociological theories and methods can bring to social policy analysis. The course features theories in sociology that are particularly relevant to the practical goals of social welfare. In addition, the course considers four key elements of society and how they change: culture; institutions; collectivities and roles. Major alternative theories, research traditions and social policies associated with them are discussed. Usually offered every fall.
Mr. Kurtz

HSSW324a Studies in Theory of Political Action

This seminar explores theories and strategies aimed at transforming social structures and dynamics which inhibit individual and social development into social orders conducive to human survival and the unfolding of human potential. The working hypothesis, which guides the seminar, is that social institutions and values are shaped by human interactions and choices in pursuit of real and perceived needs and interests. People can transform these institutions and values through collective efforts to fit new insights and goals, as they are not constants beyond the reach of human reason, critical consciousness and political action. The following related topics will be explored:
a) human needs; b) structural obstacles to the fulfillment of

human needs and to the unfolding of human potential; c) attributes of social orders conducive to individual and social development; d) political strategies aimed at transforming development-inhibiting into development-conducive social orders; e) integration of political dimensions into occupational, social and personal spheres of everyday life. Usually offered every other year.
Mr. Gil

HSSW329b Political Perspectives on Social Policy

The course is designed to provide perspectives on institutional and political factors that condition and shape social policies. The topics include the development and structure of American political institutions; the distribution and uses of power; contemporary workings of governmental structures; and theoretical perspectives on social policy. Usually offered every spring.
Ms. Stone

HSSW333b Feminism, Law and Social Policy

This course provides a systematic introduction to the way claims of gender discrimination are and have been treated by the American legal system, and acquaints students with the structure of constitutional and statutory legal doctrine that governs this area. In addition, it introduces students to the ways law treats important social policy issues of concern to women; and it explores contemporary feminist thinking about the possibilities and

limits of using law as an instrument of political reform. Usually offered in fall of even years.
Ms. Stone

HSSW350a Economics of Human Services

This course is concerned with matters of efficiency in the assignment of responsibility among sectors for the financing, design and delivery of human services. What are the limits of the private and public sectors? At which level of government (central, regional or local) should services be financed and delivered? Usually offered every fall.
Mr. Friedman

HSSW351a Comparative Political Economy

This course develops an interdisciplinary framework for understanding evolving political and economic developments in the United States--contrasting the U.S. system with other countries. The course explores the mechanisms and processes of social organization and control used by countries to allocate resources and power, emphasizing the roles of markets, central planning and formalized persuasion. The American experience in terms of economic efficiency, income distribution, democratic aspirations and general social welfare is contrasted with experiences in Russia, China, Japan, and Eastern Europe. Prerequisite for students wanting to take HSSW315a. Usually offered every fall.
Mr. Schulz

HSSW352a Economic Perspectives on Social Welfare Policy

The purpose of the course is to show how mainstream economics and alternatives can be useful in analyzing complex areas of social behavior and policy. The course introduces basic concepts from microeconomics like the market mechanism, efficiency and models of choice. Applications to a selected set of social policy issues are an important part of the course. Usually offered every fall.
Mr. Friedman

HSSW353b Employment and Economic Security

This course introduces analytic techniques from labor economics and applies them to problems in social welfare. The course first considers decisions by individuals and their families concerning work; how to divide time between work at home and work in the market for pay; how much to invest in human capital (education and training). It then looks at jobs and wages, considering both market forces and the internal job systems of employers. Finally, it examines imperfections in labor markets relating to unemployment and discrimination. Policy issues will include employment programs for disadvantaged workers and equal pay for equal work. Students should complete an introductory course in economics before taking this course. Usually offered every spring.
Mr. Friedman

Statistics and Research Methods

HSSW400a Introduction to Statistics

The course introduces students to basic statistical techniques, including two-way analysis of variance, regression and correlation, with a basic introduction to multiple regression. The course includes a computer lab and problem sets using SPSSx. Usually offered every fall.

Mr. Kurtz

HSSW401b Research Methods

The course reviews the basic issues in research design including an overview of survey research, experimental designs, field methods (observational studies) and ethno-methodology. Topics in theory construction and measurement provide a basis for methodological considerations. Usually offered every spring.

Mr. Kurtz

HSSW403b Qualitative Research

The purpose of this course is to acquaint students with qualitative research by engaging in a series of exercises to get experience in pure observation, participant observation, keeping field notes, and conducting interviews. Class discussion will focus on philosophical, historical, and theoretical foundations of qualitative methods. Qualitative research presents many challenges. Among them are: gaining access; maintaining relationships; note-taking; transcribing;

the researcher's identity; political and ethical issues. Students are expected to discuss their field experiences and to generate theory from collected data. Usually offered every spring.

Ms. Williams

HSSW404b Applied Regression Analysis

This is an applied course in multiple regression analysis. Emphasis is placed on the assumptions underlying the regression model, how to test for violations, and corrections that can be made when violations are found. In addition, the course introduces students to logit analysis and simultaneous equations methods.

Concepts are reinforced using problem sets and a computer lab. Students also design and carry out a research project. Prerequisite: HSSW400a or equivalent. Usually offered every spring.

Mr. Crown

HSSW405a Applied Econometrics

This is an applications-oriented course covering logit, probit, multinomial logit, tobit, and sample selection models. Problems sets reinforce concepts and instruct students in the use of the TSP statistical package. Students also design and carry out a research project. Prerequisite: HSSW404b or equivalent. Usually offered every fall.

Mr. Crown

HSSW406a Factor Analysis and Multivariate Designs

Students are introduced to multivariate methods. Assignments include the completion and report of a multivariate analysis using computer techniques. Normally the project is allied with the student's potential dissertation topic.

Prerequisite: HSSW404b or equivalent. Usually offered every fall.

Mr. Jones

HSSW407b Survey Research Methods

The course focuses on processes and techniques of survey research methods. Special attention is devoted to different modes of questionnaire design, development and administration. Implementation issues consider interviewing strategies and other data collection procedures, field supervision, code book development and documentation and data management. Data analysis issues include scale and index construction, reliability and validity assessments and general analysis strategies.

Prerequisite: HSSW400a or equivalent. Usually offered every spring.

Ms. Krauss

HSSW408a Evaluation Research

The course is concerned with the design, implementation and management of program evaluations. Strategies most effective for the conduct of program assessment in action settings (public and private sectors) are discussed. In addition, the special features of conducting evaluation research as they relate to methodological, practical, political and ethical problems are topics for study. The course covers the major purposes of evaluation, types of evaluation, appropriate methodology, data collection and analysis issues, the conduct of research in the field and special themes, such as utilization and dissemination of results, and the use of personal computers. Usually offered every fall.
Mr. Hahn

HSSW409b Causal Modeling

Models based on theoretical knowledge of the causal links between variables representing a social or economic system may be tested against empirical data using various computer algorithms such as LISREL (linear structural relation) modeling. Students execute a modeling exercise as a requirement. Prerequisite: A knowledge of computer procedures and HSSW406a is assumed. Usually offered every spring.
Mr. Jones

HSSW410b Applied Research Seminar

The course is designed to provide students with a series of formal exercises simulating the major steps in the dissertation process. Students will gain competency in: manipulating data from a large, complex data set; summarizing the methodology of and findings from previous studies; and synthesizing and communicating the results of data analysis--placing study objectives and results in the context of prior research in the area chosen. Prerequisite: HSSW404b Applied Regression Analysis must be taken concurrently or prior to course. Usually offered every spring.
Ms. Mutschler

HSSW443a Social Forecasting Methodology

The course introduces students to methods of analysis for time series data. Topics include univariate and multivariate ARMA models and spectral analysis. The students will complete a project using time series data. Prerequisite: HSSW404b and a knowledge of computer procedures are assumed. Usually offered every fall.
Mr. Jones

HSSW460a Laboratory in Interactive Computer Analysis

This course introduces the student to advanced data processing techniques and computer programming. Students will learn to write their own programs in FORTRAN or BASIC. Usually offered every spring.
Mr. Jones

Courses in Specialized Areas

Aging

HSSW523a Economics of Aging

This course provides students with experience in applying social policy analysis to issues related to the economic status of the elderly. The course discusses the economic impact of demographic aging, measures of economic status, work and retirement policies, social security, employer-sponsored pensions, means tested programs for the elderly and potential "intergenerational conflict." Usually offered every spring.
Mr. Schulz

HSSW524a Long-Term Care: A Policy Perspective

One of the most important health policy issues facing the nation this decade is how to finance long-term care to chronically ill and disabled persons. The course will acquaint students with current information on the size and characteristics of the population at risk, the nature of service delivery systems, and methods of financing and managing existing services. Primary focus will be on the aged, but other populations with disabilities will be considered. The performance of the current system will be evaluated against several policy objectives and major unresolved issues will be identified. The

underlying issues of values and ethics will be raised throughout the course. Usually offered every spring.
Mr. Leutz

HSSW525a Social Gerontology

The seminar is designed to provide students with both a base of knowledge about the policy arena and the politics of aging, and an opportunity to explore selected policy issues in some depth. The aim of this course is to focus on material that will allow students to conceive and conduct analyses of policy in areas that are critical to what has come to be called "successful aging." The course aims to focus attention on a few areas that provide fertile ground for policy development and/or analysis. Topics related to housing and service delivery, post retirement work and leisure activities, and inter-generational issues will be featured, but students will be asked to select issues of interest and to explore them in depth. The course has three components: (1) lectures covering background information; (2) discussions critically evaluating readings; and (3) student presentations. Projects and papers will provide students with opportunities to examine issues surrounding the design and implementation of particular policies, develop curriculum for particular topics, or undertake critiques of policies already in place. Usually offered spring of odd years.
Ms. Mutschler

Health Policy

HSSW512b American Health Policy and Law

This seminar examines how several bodies of law shape and are shaped by the organization and financing of medical care in the United States. The course focuses on issues of access, cost and quality as those issues have been addressed by Congress and state legislatures, and adjudicated by courts. Cases dealing with such topics as patient dumping, Medicaid eligibility, prospective utilization review, hospital accreditation, risk management and quality control, peer review and medical malpractice provide opportunity to explore three themes: first, the normative and allocative functions of law, paying particular attention to the prerogative, free market transactions and state or federal regulatory mechanisms; second, the institution-creating function of law, emphasizing the impact of regulatory schemes and court decisions on the organization and management of health care institutions; and third, the interplay among courts, legislatures and administrative agencies, focusing especially on judicial doctrines which limit or provide opportunity for beneficiaries and providers to sue administrative agencies to bring about meaningful and substantive implementation of Congressional policies. Usually offered every spring.

Mr. Stookey/Mr. Spitz

HSSW513a Issues in National Health Policy

An overview of the U.S. health care system is followed by an analysis of the major issues and trends in the health field. The major focus of this course is understanding the forces pressuring for national health reform and their likely success. The course examines the role of private and public financing programs with particular attention to developing a rationale for understanding the relationship among the federal government, state governments and private health care providers; the reasons behind rising health care costs, efforts at cost containment with special emphasis on an analysis of the controls used in the Medicare and Medicaid programs; governmental regulatory efforts and the efficiency and effectiveness of introducing more competition in the health field versus strengthening a regulatory system. Usually offered every fall.

Mr. Altman/Mr. Wallack

HSSW515a Race/Ethnicity, Gender and Health Care

This course explores how race/ethnicity and gender are factors in health care policies and programs in the United States. Evidence for race/ethnicity and gender differences in health care needs, utilization, and outcomes are presented for differing age groups. The importance of these differences is discussed in terms of alternate concepts of justice for health care. A broad range of theoretical perspectives on the causes of race/ethnicity and

gender effects on health care are reviewed. Diversity and health research opportunities and methods are described in detail. Implications of inequitable access by race/ethnicity and gender for health care practice and policies are examined. Prerequisite: as an advanced seminar, this course is better suited for students who have completed HSSW513a and HSSW326a. Usually offered fall of odd years.
Mr. Capitman/Ms. Yee

HSSW517a Problems and Issues in the Sociology of Health and Illness

The aim of this course is to offer a socio-cultural, historical-political perspective on the study of problems of health and illness. This is accomplished by examining some of the basic assumptions underlying the way we conceive of and study issues in health care. Usually offered every fall.
Mr. Zola

HSSW518a Health Care Management

The course introduces students to the theoretical basis and practical problems of managing health care institutions. Case material is drawn from hospitals, HMOs, group practices, public health agencies and for-profit companies. By the end of the course students should have a better understanding of the range of strategic and operations problems faced by managers and the tools available to help solve them. Usually offered every fall.
Mr. Chilingirian

HSSW519a Health Economics
Economic models of demand, production and markets for goods and services can be used to analyze the key resource allocation questions in health care. The course will apply economic models to questions of demand concerning the utilization and distribution of health care and to questions of supply, encompassing issues of cost, efficiency and accessibility of care. The incentives and behavior of consumers and producers of health care will be considered using these models. Prerequisite: An introduction to microeconomics. Usually offered every spring.
Ms. Bishop

HSSW520a Payment and Financing of Health Care

This advanced seminar will examine current payment practices to health care providers, the problems with current methods and possible modifications. Because reimbursement principles vary widely by provider type, the course will focus only upon hospital care, physician services and prepaid plans. Given the increasing importance of competition and other incentives for health systems to control service costs, the alternative approaches are covered in some depth. Usually offered in fall of even years.
Mr. Wallack

HSSW521a Health Care Politics and Organization

This seminar examines some of the major structural and cultural features of American health policy. We will focus on four elements of health care that make it politically distinctive: labor organized around a concept of professionalism; a "product" consisting of human caring for sick people, yet driven by technological devices; financing through insurance rather than direct capitalization; and distribution through complex organizations. Usually offered in fall of odd years.
Ms. Stone

Children, Youth and Families

HSSW540b Families, Work, and the Changing Economy

This course explores changing family structures and roles of family members in relation to paid work and to family being. Particular attention is given to the experience and consequences of women's increasing labor force participation exemplified in two worker families, among other family forms, and to the economic circumstances leading to a high incidence of poverty in single parent families. Both private sector and public policies and needs related to work and family are identified and evaluated. Will be offered spring 1994.

Ms. Kahne

HSSW544a Children and Youth "At-Risk"

The course is aimed at providing managers and public policy analysts with an introduction to major themes in child and adolescent policy. A special focus of the course is on policies and programs that promote the self-sufficiency of disadvantaged young Americans through job training, education, income support and other anti-poverty strategies. The course covers historical themes as well as the current status of children and youth in the economy and society. Next, we examine policy responses and finally, we consider implementation lessons that have been learned. Usually offered every spring.

Mr. Hahn

HSSW546a Child Health Policy

Infants, children and adolescents--as well as women with fertility-related needs--pose unique requirements for the health care system. The health status and health needs of these special populations are examined in the context of historical trends. Issues related to the organization, financing and delivery of health care services for these special populations are explored. The major foci are the development and the implementation of policies and the present operation of programs at the federal, state and local levels. Special issues in child health, such as substance abuse, mental health and school health are also presented. Usually offered fall of even years.

Ms. Horgan

HSSW548a New Approaches to Child Welfare

This course examines selected policies and programs considered essential to the well-being of children and families. Early intervention, child protection and foster care are among the service areas covered. The Family Support Act and child support will be analyzed as strategies to strengthen families, address poverty and increase parental responsibility. Throughout, attention will be paid to the impact of race and family structure on children. Usually offered every spring.

Ms. Williams

HSSW549a Family Policy

This course shows how family policy developed out of changes in family structure and women's roles. Governments in both Europe and the United States became concerned when families seemed unable to carry out traditional functions. Social movements of women and workers helped to define new supportive programs that governments should undertake for the well-being of children and families. The key question has been how much should be done by government or employers compared with the family itself. We examine the new thinking on family policy, particularly as it concerns caregiving and work. We ask how public policy can enable and empower families rather than make them the passive recipients of bureaucratic service; also, how governments can pay for the programs which are needed. Usually offered every fall.

Ms. Giele

Mental Retardation and Developmental Disabilities

HSSW552a Research and Policy Issues in Mental Retardation and Other Disabilities

This seminar focuses on the major policy changes during the past two decades involving both educational services and treatment programs for children and adults with disabilities. In addition to investigating these changes based on reviews of court decisions, legislation and historical accounts, selected topics will be analyzed in detail utilizing research reports. Students will become familiar with the current research literature on these topics and will be able to critically evaluate research findings and methods in the field. Usually offered in the fall.

Ms. Krauss

HSSW557b Applied Research in Mental Retardation

This course provides students guided instruction in the conceptualization and conduct of statistical analyses using large data sets. Its purpose is to enable students to synthesize their learning of how empirical analyses can be used to answer theoretically or substantively based questions. The course requires the use of bivariate and multivariate statistical techniques, knowledge of SPSSx and the Brandeis VAX computer system, and a willingness to write up one's project in the form and format of a scientific journal article. Usually offered every spring.

Ms. Krauss

Mental Health

HSSW570a Mental Health Policy and Management

The goal of this course is to enable students to analyze major policy initiatives and trends, to apply their understanding to the systemic problems and dilemmas facing the field, and to strengthen their ability to raise cogent questions for research in mental health. In addition to exploring the impact of federal, state and local policies on mental health program planning and development policy, the course deals with such critical areas as children's mental health, legal issues, race and culture, consumer impact and other matters affecting the quality and distribution of services. Usually offered in spring of even years.

Mr. Callahan

HSSW572a Economics of Mental Health

The course applies economic analysis to policy problems in mental health. Areas addressed include: cost-benefit and cost-effectiveness analysis of mental health services; regulation of professionals' clinical practice; financing acute and chronic care. Students should be familiar with basic concepts of microeconomics and statistics. Usually offered in spring of odd years.

Mr. McGuire

Social Policy Centers and Institutes: Research Activities

The research centers and institutes at the Heller School reflect the breadth and the quality of both the educational resources and research opportunities within the Heller School. They provide training in policy, research and management in a variety of concentrations within the scope of social welfare. These activities have received financial support and professional recognition from distinguished bodies in both the public and private sectors. Many educational offerings are linked to each center.

The descriptions in this section attempt to convey a sense of the centers and institutes. A more complete review appears in another Heller School publication, *The Sampler of Research and Training Programs*.

Institute for Health Policy

The Institute for Health Policy at Brandeis University's Heller School, formerly the Health Policy Center, was established in 1978 and has achieved national recognition as a leading health care policy and research institution. The mission of the institute is to conduct research and policy analyses on the organization, regulation and financing of the health care system. To achieve its mission, the institute works with other academic and health service research organizations, as well as with service delivery systems that serve as laboratories for demonstrating and testing new financing and delivery strategies. Along with its collaborative approach in addressing health care system problems, the institute has demonstrated its ability to organize and involve diverse institutions and staff in research activities. For the past fifteen years the institute has participated as one of the national cooperative research centers working with the Health Care Financing Administration in the development and analysis of new approaches to national health policies. The institute has also been involved with state government on policies pertaining to their health reforms and programs for poor and disabled population. Support for research undertaken at the institute is provided by

federal grants and contracts, corporations and private foundations. The institute has also received broad-based support to conduct several other research, policy and demonstration activities that are of national significance. These have been carried out under the auspices of individual grants from private philanthropies and foundations that have demonstrated a commitment to national health policy issues.

Health Education and Training Programs

In addition to its role as a federal health policy center and research institution, the institute has contributed to the development of a graduate level training program in health policy. In 1982, the institute was selected by the Pew Charitable Trusts to be one of the four national programs to develop an advanced education program in health policy. This funding allowed the institute to establish an intensive two-year accelerated program leading to a Ph.D. The institute's doctoral program focuses on broad health care services issues as well as an array of the broader needs of disabled and poor populations.

Research and Demonstration

One initiative that demonstrates the institute's interest in combining its research and policy work with development and demonstration activity is the

Social/Health Maintenance Organization (S/HMO). The S/HMO is a managed system of health and long-term care services serving an elderly client population. By encompassing long-term care and employing risk-pooling, S/HMOs have the potential to prevent the elderly from incurring catastrophic long-term care expenditures. The S/HMO is financed through monthly premiums paid by Medicare and by individual enrollees. Operations began in the spring of 1985 and more than 11,000 Medicare beneficiaries are now enrolled in the four test sites. In late 1987, Congress extended the demonstration's waivers through September of 1992. All sites are now at full risk and at or near break-even financial status. The S/HMO recently received Congressional approval to continue operation through 1995.

The Center for Human Resources (CHR)

The Center for Human Resources is one of the nation's leading research, training and policy development organizations in the fields of youth development, employment and education. The center's mission is to improve the quality of employment and education services by combining the knowledge gained through scholarly research and practical experience in ways that will help policymakers successfully address the issues of long-term self-sufficiency for youth and adults.

Since its establishment in the late 1970s, the center has worked with federal, state, and local governments, and with private corporations and foundations. The current work of the center falls into three broad categories:

- executive training and capacity building for employment and education systems;
- design and management of national demonstration projects; and
- research and evaluation.

Executive Training and Capacity Building

Through efforts to develop large-scale urban partnerships for youth employment and education reform and its work on the design of effective local systems for serving at-risk youth, the Center for Human

Resources has emerged as a major technical assistance provider for the youth employment and education communities. Most recently, the center has developed a series of train-the-trainer institutes that are carried out through a network of cities around the country.

The center is the principle technical assistance provider on youth issues for the U.S. Department of Labor and is currently developing and conducting strategic planning seminars for state and local youth practitioners on assessment, case management, and program design. The center also works with individual communities including Boston, New Orleans, and Little Rock on broader community development initiatives.

In addition to training and capacity building for the employment and education systems, the center conducts professional development in the areas of human services management and employee benefits. Each year, the center provides executive training to more than 70 senior Massachusetts government managers.

One of the major goals of the center is to provide practitioners with access to the lessons learned from research and demonstration projects. To that end, the center publishes *Youth Programs*, a periodic newsletter providing information on recent research, model programs, and "best practices" in youth employment and education.

The center also created and manages Youthwire, an electronic bulletin board system. Youthwire provides its users with a national forum to access and exchange information on such issues as programs, policies and funding opportunities.

Design and Management of National Demonstration Projects

The Center for Human Resources designed, and is now conducting, a nationwide summer demonstration program, "Summer Beginnings," for the United States Department of Labor. The 13-site, Summer Beginnings demonstration is designed to pilot and document effective summer work and learning strategies for youth, focusing on work-based learning and learning-rich work. By combining work and learning, this demonstration project is designed to introduce young people to learning in direct connection with work and to introduce concrete, "real world" application of knowledge to classroom instruction. Under the direction of the Center for Human Resources, Summer Beginnings will show the ways in which communities can help young people get the most out of summer employment and will enable communities to re-think their approaches to youth employment training and summer jobs by introducing a new vision of the possibilities for real learning during the summer.

The center also recently completed a five city demonstration, funded by the Charles Stewart Mott Foundation, and the Lilly Endowment, aimed at helping cities develop community-wide, multi-institutional strategies for building the employability of teenage parents.

Research and Evaluation

Currently, The Center for Human Resources is conducting a wide variety of policy research and evaluation projects. Current projects include the national evaluation of school and higher education-based community service programs funded by the Commission on National and Community Service; a review of federal policies and programs addressing the issues of age targeting in meeting the needs of early adolescents (for the Lilly Endowment); a multi-state evaluation of employment and training policies for the National Governor's Association; applied research related to the connection between work and cognitive skills; and an evaluation of last dollar scholarship programs in Baltimore, for the Baltimore Community Foundation.

The Center for Social Change

Established in 1984, the work of the Center for Social Change is based on the assumption that individual and social problems are rooted in societal structures and dynamics and in values that often justify and maintain the prevailing social order. The center's work is oriented toward transforming social, economic and political institutions which result in injustice, exploitation, discrimination, conflict in human relations, and ecological destruction, into alternative institutions conducive to human development. Such alternative institutions would be shaped by values of social equality, individual liberty and responsibility, comprehensive democracy in every domain of life and harmony in human relations locally and globally and in relation to nature.

The center's research program focuses on social and economic policies, modes of practice in human services and social action strategies conducive to human development. Priority areas for studies by the center are:

- a. redefinition, reorganization, and redesign of work;
- b. compliance with United Nations Human Rights standards; and
- c. sources and dynamics and prevention of violence

The center maintains a publication program and organizes occasional conferences.

Nathan and Toby Starr Center for Mental Retardation

Created in 1985, the Nathan and Toby Starr Center for Mental Retardation supports educational and research programs within the field of mental retardation social policy development. The center sponsors a seminar series, visiting scholars' activities, conferences and workshops, student and faculty research, and offers access to the Dybwad Library, an outstanding collection of materials on domestic and international issues in mental retardation. The educational and research program has a formal affiliation with the Eunice Kennedy Shriver Center.

Important to the Heller School and the center are the special National Research Service Award Traineeships. Since 1967, this training grant supports qualified doctoral students in their educational and research activities, provides tuition and stipends and funds domestic travel to conferences.

With support from government and foundations the center is conducting long-term research. *The Aging Families of Children with Mental Retardation: The Impact of Lifelong Caregiving* project is the largest longitudinal study ever conducted of older families caring for a child with retardation. The project is collecting standardized information from 450 families in Massachusetts and Wisconsin, including parents and siblings of adults with

mental retardation. Study results are expected to provide important information for the development of services and policies to support late life family caregiving.

The Early Intervention Collaborative Study is a longitudinal investigation of the development of three groups of children with disabilities and their families from their entry into early intervention (EI) programs through the child's fifth birthday. The goal of the study is to identify predictors of child competence and family adaptation during the early childhood period and to understand the contribution of more specific services to that development.

Siblings of Adults with Mental Retardation: The Ties that Bind is a three year study of approximately 300 brothers and sisters of adults with mental retardation. These siblings represent the next generation of caregivers, as most will assume either a formal or informal role when their parents are no longer able to provide care. This study examines the willingness, capacity, and needs of adult siblings as potential careproviders or guardians of an adult with mental retardation.

Siblings complete a mail survey which focuses on early childhood experiences, perceived effects of retardation on their adult lives, knowledge of their brother or sister's service needs and functional skills, and expectations regarding long-term care needs.

Heller graduate students have served as research assistants on the project, participating in a variety of survey, administrative and data management activities in the conduct of analyses of study data.

The study is funded by the Joseph P. Kennedy, Jr. Foundation, and is linked to the study of Aging Families of Adults with Mental Retardation, funded by the National Institute on Aging. Support for some of the project activities is also provided by the Starr Center for Mental Retardation.

Policy Center on Aging

Brandeis University is recognized internationally for its unique program in aging, consisting of public service, research, and conducting demonstrations. For two decades the Aging Program at Brandeis has been instrumental in developing and implementing social policies that enhance the personal dignity, independence and security of older persons. The Brandeis Policy Center on Aging has long been ranked among the nation's top university programs on aging and is viewed as a leading center focusing on the study of both public and private policy issues associated with aging.

Current areas of research activity are:

- Demonstration of support-service programs;
- The economic implications of demographic shifts and an aging population;
- The special problems when people are "very old" - economic and health problems, housing needs, widowhood and the rising cost of chronic illness;
- New roles and employment possibilities for older workers;
- Aging in place;
- The future of Social Security, private pensions and government employee pension programs.

Graduates from the center program are found throughout the country in universities, government agencies, legislative staffs, and service organizations. Numbered among the graduates are two Secretaries of Elder Affairs for the Commonwealth of Massachusetts, five directors of university gerontology centers, four key staff of Congressional committees, and close to 50 other policymakers, researchers, and agency administrators.

Family and Children's Policy Center

The Family and Children's Policy Center is concerned with the impact of changes in the American family on public policy, service providers, and vulnerable groups such as women and children. The family program provides an overarching framework for relating research and courses to effective policies for social intervention. Current research on families and children touches every phase of the life span and includes the Child Care Initiative Evaluation, which is focused on improvements in child care centers, changes in women's work and family roles in the United States and internationally, child rearing issues for black teenage mothers, children's mental health, and work-family policies. The center has a link with the Dimock Community Health Center in Roxbury, which is one of twenty-four comprehensive child development programs supported by the U.S. Administration on Children, Youth and Families. The center conducts seminars and conferences on family policy issues.

Special Programs

Mental Health Services Research Training Program

This NIMH supported doctoral training program addresses the need for trained personnel in the area of services research in the field of mental health. Understanding and solving mental health service problems, including reimbursement issues, prospective payment, cost control, mandated insurance, funding services for chronic mental illness and similar concerns benefit from economic and quantitative research. Economic analysis is integrated with methods of survey and evaluation research and theoretical frameworks of sociology, political science and social welfare to provide a multi-disciplinary approach to issues of mental health services delivery.

Graduates of the program are expected to serve as researchers and teachers of research in university programs preparing both researchers and practitioners for the field of mental health.

The Peter E. Heller Program on Innovations in Social Policy

The Peter E. Heller Program was established in 1984 to fund project research and visiting scholars, to provide support for forums and exchanges, and to assist the educational programs of the Heller School.

The program has sponsored comparative research and forums on a variety of topics including: the development of American family policy; the changing social protection system; and a forum on images of poor people and how social policy is influenced by the communications industry. The program is also helping the Heller School explore new directions for its education and research programs, including a possible focus on human services practices for immigrants.

Rothman and Giddon Families Project on Media and Health Policy

The Rothman and Giddon Families Project on Media and Health Policy is presently developing an orientation in the Heller School on media and social policy. Research, forums, student support, executive education, and curricula innovations are all planned.

Faculty and Research Staff

Stuart H. Altman, the Sol C. Chaikin Professor of National Health Policy, is an economist whose research interests are primarily in the area of federal health policy. He is currently serving a third term as chairman of the Congressionally legislated Prospective Payment Assessment Commission. He is the former president of the Foundation for Health Services Research and is a member of the Institute of Medicine of the National Academy of Sciences. He serves on the editorial boards of *Compensation and Benefits Management* and *Health Policy*. Between 1971 and 1976, he was the deputy assistant secretary for planning and evaluation/health at HEW. While serving in that position, he was one of the principal contributors to the development and advancement of the administration's National Health Insurance proposal. From 1973 to 1974, he was also deputy administrator at the Cost of Living Council, where he was responsible for development of the council's program on health care cost containment. Recent publications include: *The Growing Physician Surplus: Will it Bankrupt or Benefit the U.S. Health System* and *Halfway Competitive Markets and Ineffective Regulation: The American Health Care System*.

Helen Levine Batten is Associate Research Professor at the Institute for Health Policy. Her health services research background includes surveys, evaluations and analyses of health care delivery systems in the areas of disability, substance abuse, prenatal care, and organ procurement. She currently co-directs an assessment of Medicaid managed care programs for persons with disabilities who are eligible for SSI, a study of health care providers' attitudes about managed care programs for person with disabilities, and a survey of Massachusetts parents with multiple sclerosis, assessing the impact of this chronic illness on their children's development. Dr. Batten is co-principal investigator of the Alcohol and Drug Services Survey, a follow-up of the DSRS study.

Christine E. Bishop, a Research Professor, is an economist specializing in the economics of the health care sector at the Institute for Health Policy. Her current research focuses on demand-and-supply issues in long-term and post-acute care for older people and includes studies of nursing home cost and reimbursement, home health delivery, living arrangements of older people, prescription drug use and the demand for institutional care. She has also studied health labor force issues, especially concerning nursing, and hospital costs. Her research requires econometric analysis of large data bases, including Medicare and Medicaid claims and national surveys.

Gerald W. Bush, a political scientist, is Human Service Management Professor and director of the Master of Management of Human Services Program. He is former chairman of the board of the National Head Injury Foundation, editor-in-chief of *Compensation and Benefits Management*, editor of *Communicating Employee Benefits* and coauthor of *Prefunding of Post-Employment Health Insurance*. He is a former senior vice president of the Gulf Oil Corporation, responsible for the company's worldwide programs in human resources, environmental compliance, health, safety and medicine. He held appointments on the White House staff, Peace Corps and Department of Labor during the Kennedy and Johnson administrations. He was a senior staff member at Arthur D. Little, Inc., and was responsible for economic development and manpower for the city of Boston.

James J. Callahan, Jr., a Research Professor, is the director of the Policy Center on Aging and the director of an NIMH-funded Mental Health Training Program. He is a senior program consultant to the Robert Wood Johnson Foundation. He has extensive background in public administration, research and education. His public sector experiences include service in Massachusetts as commissioner of mental health, secretary of elder affairs, and assistant commissioner for medical assistance (Medicaid).

John Capitan a Research Professor, is director of long-term care studies at the Institute for Health Policy and a co-director of National Eldercare Institutes on long-term care and older women. These programs are developing new coalitions to meet the needs of aged persons at risk. His recent publications have focused on health and social services for the chronically ill aged, the quality and outcomes of long-term care in different settings and the relationships between the organization and financing of care. He is also involved in exploring integrated acute and long-term care delivery systems, adult day care and respite services for dementia patients and their families, and multicultural approaches to the diversity of aging services providers and consumers.

Jon Arsen Chilingerian, an Assistant Professor, is a management scientist with major research interests in managerial behavior, productivity analysis, and organization theory. His current work has focused on measuring and managing physician efficiency and effectiveness. Some recent publications include: *For-Profit Versus Non-Profit Hospitals: The Strategy of Executive Influence; The Effect of the Profit Motive on the Management of Operations; Managing Physician Efficiency and Effectiveness in Providing Hospital Services; Investigating Non-Medical Factors Associated with the Technical Efficiency of Physicians in the*

Provision of Hospital Services; and Baker Medical Center (A),(B), and (C). In addition to serving as trustee on several non-profit boards, his experience includes serving as director of accounting and assistant health commissioner at Boston City Hospital.

Alan B. Cohen is a Research Professor in the Institute for Health Policy. Presently, he is principal investigator of a Robert Wood Johnson Foundation study analyzing the effects of cost containment strategies involving medical technology adoption and use, and a co-investigator with Stuart Altman on two projects: a Kaiser Family Foundation study of the feasibility of setting national health care spending limits, and a RWJF study of the economic implications of health care reform. Dr. Cohen also currently serves as the national program director for the Robert Wood Johnson Scholars in Health Policy Research Program, and is a participant in a HCFA-funded study of global budgeting systems. His major research interests include cost containment and health care practices and programs. Dr. Cohen currently serves on the editorial boards of Health Affairs, Inquiry, and the Journal on Quality Improvement.

William H. Crown, an Associate Research Professor, is an economist and regional planner who specializes in macro-economic issues of demographic change. His research interests include the "burden" of an aging society, labor markets for health care workers, state economic impacts of elderly migration, and older worker employment policy. His publications include *State Economic Implications of Elderly Migration, Economic Trends, Politics, and Employment Policy for Older Workers*, and *Economic Rationality, the Market for Private Long-Term Care Insurance, and the Role for Public Policy* (with John Capitan and Walter Leutz). He is the co-author (with James H. Schulz and Alan Borowski) of *Economics of Population Aging: The "Graying" of Australia, Japan, and the United States*. Two new books are in process: *Multiple Regression and Discrete Choice Models for Policy Analysts* and *Handbook on Employment and the Elderly*.

Susan P. Curnan a Human Service Management Professor, is director of the Center for Human Resources. She serves as a consultant to private foundations and corporations as well as to governors' and mayors' offices around the country with special interest in youth development. She recently initiated the development of a national training center for youth practitioners at the Smokey House Project in Vermont. She spent several years as director of a nonprofit corporation and manager of a private landholding company. She has authored or co-authored many publications relating to youth and work including: *Working It Out: An Anthology of State and Local Performance Management Options Designed to Increase Services to Youth At Risk of Chronic Unemployment and Using Basic Skills Testing to Improve the Effectiveness of Remediation in Employment Training Programs for Youth.*

Barry L. Friedman, a Research Professor, is an economist and has worked extensively in the area of income maintenance. He has evaluated social service programs and has conducted many studies relating to welfare and work ranging from econometric studies to process analyses of program design and administration. He has been investigating the role of the private business sector in providing social protections and how well these private protections are integrated with protections from government. Currently he is working on the development of social policy and social welfare institutions in developing countries, particularly China, where he has

been consultant to World Bank and various agencies of the Chinese government.

Judith Gardner is a developmental psychologist and Associate Research Professor at the Family and Children's Policy Center. Dr. Gardner is both a researcher and child/family clinician and is involved in both basic and applied research. Her current interests focus on family mental health problems, evaluation of systems of care for children, and the history of advice to parents.

Deborah Garnick is an Associate Research Professor with the Institute for Health Policy. She is co-principal investigator on a study of the impact of managed care on substance abuse costs and utilization in large private firms, and a project to develop profiles of physicians' practice patterns with a focus on quality of care. She also is an investigator on the Patient Outcome Research Team (PORT) on ischemic heart disease. Dr. Garnick has published in the areas of hospital competition, managed care, hospital quality and the volume outcome relationship.

Janet Zollinger Giele, a sociologist, is Professor and director of the Family and Children's Policy Center (and Acting Dean of the Heller School in 1993-1994). She is currently comparing changing life course patterns of women in the U.S. with women of comparable age in east and west Germany. Her interests

also include social movements and the emergence of family policy to provide care for children and the elderly. She is the author of *Women and the Future; Women: Roles and Status in Eight Countries and Women in the Middle Years*; and (with Hilda Kahne) of *Women's Work and Women's Lives: The Continuing Struggle Worldwide*. She has just completed *Two Paths to Equality: Women's Temperance and Women's Suffrage 1830-1930*, an account of the 19th-century feminist movement.

David G. Gil, a social worker and social scientist, is Professor and director of the Center for Social Change. His studies focus on societal roots of violence and oppression, links between societal institutions and individual and social problems, and strategies to transform social orders into ways of life conducive to human development for all. Of special concern in these studies are relations between the organization and quality of work and human development and well-being. Before joining the faculty of Brandeis University in 1964, he worked in agriculture, industry and social work in Sweden, Palestine, Israel and the United States. His writings include: *Violence Against Children, Unravelling Social Policy, The Challenge of Social Equality, Beyond the Jungle, Child Abuse and Violence* (editor), *Toward Social and Economic Justice and The Future of Work* (co-editor), as well as numerous journal articles.

Andrew B. Hahn is Associate Dean of the Heller School and director of the Heller Program on Innovations in Social Policy. He conducts policy analysis, training and demonstration projects for federal agencies, corporations and major foundations on the employment, education and income support problems of disadvantaged persons. His books, *What Works in Youth Employment Policy* and *Dropouts in America: Enough is Known for Action*, are syntheses of practical lessons for program managers and policy makers about effective youth policy strategies. He is affiliated with the Center for Human Resources, as well as the Family and Children's Policy Center and is a human services research professor in the Heller School.

Leonard J. Hausman, the Maurice B. Hexter Associate Professor of Social and Economic Policy, is an economist who specializes in the interconnection of public and private social protection systems. He is currently writing two books: one is a text on social protection; the other is on social protection in The People's Republic of China.

Ann Hendricks is an Associate Research Professor with the Institute for Health Policy. She is currently principal investigator for a study of medical care costs and utilization for the Medicaid disabled population. She is also co-investigator on projects to estimate the effects of managed care programs on the medical care

received by people treated for substance abuse and to evaluate all-payer and global budget reimbursement systems as possible reforms for the United States health care system.

Constance Horgan, a Research Professor, is chair of the Substance Abuse Department in the Institute for Health Policy. She has extensive experience in health policy analysis research with a major focus on the organization, financing and delivery of mental health and substance abuse services. She has studied alternative delivery mechanisms for prescribed drugs and also the changing nature of the market for health maintenance organization. She is affiliated with the Family and Children's Policy Center where studies on the use of drug and mental health services are particularly relevant.

Kenneth J. Jones, the John Stein Professor of Social Rehabilitation, is a quantitative methodologist who teaches advanced courses on statistical modeling and forecasting as well as regression analysis. He is interested in the area of cost, financing and efficacy of various service modalities for the developmentally disabled. He is currently doing research in the application of quantitative causal modeling techniques to problems in economics and aging.

Hilda Kahne a labor economist, is Visiting Professor at the Family and Children's Policy Center. Her

current research is concerned with social policy and economic well-being of families and with work/family policies in the private sector. Her recent books include *Reconceiving Part-Time Work: New Perspectives for Older Workers and Women*, 1985, and *Women's Work and Women's Lives: The Continuing Struggle Worldwide* (co-edited with Janet Z. Giele), 1992. A paper in process is "Part-Time Work and the Changing Family Structure: A New Vision to Fill an Essential Need."

Marty W. Krauss, an Associate Professor, is director of the Nathan and Toby Starr Center for Mental Retardation and a senior social scientist at the Eunice Kennedy Shriver Center in Waltham, MA. Her current research focus on methods of assessing family functioning includes two longitudinal studies examining the impacts on families of having a family member with a disability. One project focuses on children with disabilities and their families during the pre-school years, the other on aging families caring for a mentally retarded child at home. She is the recipient of the 1990 Joseph P. Kennedy, Jr. Foundation Future Leaders Award. She is coauthor of *Coming Back: The Community Experience of Deinstitutionalized Mentally Retarded Persons; Here to Stay: Community Residences for Persons with Developmental Disabilities; and Aging and Mental Retardation: Extending the Continuum*.

Norman R. Kurtz, the Lester and Alfred Morse Professor of Urban Studies, is a sociologist with primary research interests in policy issues related to the delivery of human services to deviant populations. He is the author of *Introduction to Social Statistics* and coauthor of *Occupational Alcoholism: An Annotated Bibliography*; *Coming Back: The Community Experiences of Deinstitutionalized Mentally Retarded People*; and *America's Troubles: A Casebook on Social Conflict*.

Walter N. Leutz, an Associate Research Professor, is associate director of the Institute for Health Policy's long-term care group. His current research includes expanding chronic care for the elderly through national models for financing, infrastructure, case management and housing. He is director of the Social HMO Research Consortium. He is the primary author of *Changing Health Care for an Aging Society* and numerous articles on home and community-based long-term care. His most recent book, *Care for the Frail Elderly*, was published in 1992.

Mary Ellen Marsden is an Associate Research Professor with the Institute for Health Policy. Her research has focused on the study of drug abuse treatment effectiveness and substance use epidemiology. She was a lead author of *Drug Abuse Treatment*, the book summarizing the findings from the Treatment Outcome Prospective Study (TOPS), a major national study of drug abuse treatment effectiveness.

Dr. Marsden is co-principal director of the NIDA Drug Abuse Policy Center and directs the client follow-up and out-of-treatment study of the Alcohol and Drug Services Survey funded by SAMHSA. She is currently analyzing the organization of drug abuse treatment and characteristics of drug abuse treatment clients.

Thomas G. McGuire is the research director of Heller's Economics of Mental Health Program and a professor of economics at Boston University. He has published articles on public finance and the economics of health and mental health. He is author of *Financing Psychotherapy: Costs, Effects and Public Policy* and co-author of *Economics and Mental Health*. He served as co-chair of three NIMH-sponsored conferences on economics and mental health.

Phyllis H. Mutschler, a Lecturer and Senior Research Associate, is affiliated both with the Policy Center on Aging (as director of education) and with the Family and Children's Policy Center. Her research spans a wide range of topics related to public policy on aging: economic status and retirement behavior of older workers and retirees; cost of living adjustments for public employees; effects of caregiving responsibilities on caregiver employment; and housing needs and long-term care of elders. Named a Brookdale National Fellow in 1991, Dr. Mutschler is conducting a follow-up study of

older women retirees to discover what factors critically affect their well-being at older ages.

Jeffrey Prottas is a Research Professor and deputy director at the Institute for Health Policy. He has 20 years experience in the delivery and organization of social service programs. He is currently engaged in research regarding the interaction between technology, public policy and social values in the area of organ transplantation. He is also examining attempts to restructure health care systems using gatekeeping and case management approaches, both in primary care and long-term care settings.

Shulamit Reinharz is a sociologist in the department of sociology and director of the Women's Studies Program at Brandeis, and an affiliated faculty member in the Heller School. She has published four books: *On Becoming a Social Scientist: From Survey Research and Participant Observation to Experiential Analysis*; *Psychology and Community Change* (co-authored); *Qualitative Gerontology* (co-edited); and *Feminist Methods in Social Research*. For five years she served as co-editor of the journal *Qualitative Sociology*. Her research has spanned a range of topics including miscarriage, aging on a kibbutz, gerontological and feminist theory, and qualitative methodology.

Leonard Saxe, a Research Professor, is a social psychologist at the Family and Children's Policy Center with research focusing on mental health policy and the evaluation of psychologically based interventions. He has conducted studies for the Congressional Office of Technology Assessment on Psychotherapy, the cost effectiveness of alcohol treatment and the treatment of children's mental health policy. He has also written a research text, *Social Experiments: Methods for Design and Evaluation*. His current projects focus on children's mental health and integration of mental health services in the community.

James H. Schulz, is director of the Ph.D. Program and Professor of Economics. He holds the Meyer and Ida Kirstein Chair in Aging Policy. He specializes in the areas of income maintenance, international aging, pension policy, and the economics of aging. He is a nationally known consultant on pensions and retirement policies. A former president of the Gerontological Society of America, he received the Society's Kleemeier Award in 1983 for outstanding research in aging. His books include: *Providing Adequate Retirement Income; The Economics of Aging; The World Ageing Situation 1991; and The Economics of Population Aging* (with W. Crown and A. Borowski).

Donald S. Shepard, a health economist, is a Research Professor at the Institute for Health Policy. He has particular expertise in cost-effectiveness analysis and health financing. His work includes: cost-effectiveness of different modes of treatment of substance abuse and evaluation of innovative programs in health delivery; assessment of the costs of AIDS care; methodological advances and applications of cost-effectiveness analysis; design and evaluation of user fees; and health insurance systems. He is the principal investigator of a NIDA study on the long-term cost effectiveness of drug abuse treatments and a Rockefeller Foundation supported study of the cost-effectiveness of urban health volunteers in a low-income area and of studies of cost recovery for health services in Jamaica and Barbados.

Bruce Spitz, a Research Professor, is director of the County Health Policy Project at the Institute for Health Policy. He has an extensive background in the organization and financing of state and local government health care programs and has published extensively in these areas.

Deborah A. Stone, the David R. Pokross Professor of Law and Social Policy, is a political scientist and is affiliated with the Family and Children's Policy Center. She is a scholar of the welfare state and has written widely on social policy, especially on health and disability issues, as well as on the role of professions in contemporary democracy. She is the author of three books: *The Limits of Professional Power*, a study of health care in West Germany and the United States; *The Disabled State*, a theory about the social and legal meaning of disability; and *Policy Paradox and Political Reason*, an exploration of the ethical and political assumptions in policy analysis. She is a founder and senior editor of the journal, *The American Prospect*.

Carole C. Upshur, an Adjunct Lecturer, teaches Heller courses on issues of disability and on human service systems. She is a community psychologist specializing in child and family policy issues and program planning and evaluation of community services. She is a professor at the University of Massachusetts at Boston and an associate in pediatrics at the University of Massachusetts Medical School.

Stanley S. Wallack, an economist, is a Research Professor and the director of the Institute for Health Policy. His recent research has focused on the financing and care for disabled populations, alternative acute health care systems and substance abuse. While deputy assistant director of the Congressional Budget Office for Health Income Assistance and Veterans Affairs, he worked on a variety of issues, including welfare and Social Security reforms, health care reimbursement, delivery and financing. As director of the Division of Health Resources in the Office of the Assistant Secretary for Planning and Evaluation (HHS), he was involved in legislative development, evaluation and regulation. Prior to these government positions, he taught economics at the University of Illinois/Champaign-Urbana.

Constance Williams, an Associate Professor, is a social worker affiliated with the Family and Children's Policy Center and has extensive background in direct practice, public service, and education. She was chief policy analyst in the Massachusetts Governor's Office of Human Resources where she directed major policy initiatives, including reform of the commonwealth's child support enforcement laws. Her current research focuses on teen pregnancy and parenting, African-American families and neighborhood and community supports to poor urban families and children. She is co-author of *Subsidizing the Poor: A Boston Housing Experiment* and is the author of *Black Teenage Mothers: Pregnancy and Child Rearing from their Perspective*. She is the ethnographer for Project AFRIC, a federally funded Comprehensive Child Development Project, at Dimock Community Health Care Center in Boston. As chair of the National Association of Social Workers' (NASW) Communications Committee she has oversight for all NASW publications. She also serves on the boards of Beaverbrook Guidance Center and the Crittenton Hastings House.

Irving K. Zola, a Brandeis University sociologist and a Heller faculty member, is primarily interested in the sociology of health and illness. He has been on the editorial board of several nationally prominent journals, such as the *Journal of Health and Behavior*; *Social Problems*, *Social Science and Medicine*; and *Sociology of Health and Illness*; and has edited several books, including, *Organizational Issues in the Delivery of Health Services and Poverty and Health: A Sociological Analysis*. Since 1982, he has written: *Missing Pieces: A Chronicle of Living with a Disability*; *Ordinary Lives: Voices of Disease and Disability*; and *Socio-Medical Inquiries: Recollections, Reflections and Reconsiderations*. He has had extensive experience in clinical settings and has created counseling advocacy and a resource center devoted to people with disabilities. He is editor and publisher of the *Disability Studies Quarterly*.

Academic Policies

Residency Requirements for Full-Time Students

Required residence for doctoral students is two years for those entering with a prior graduate degree and three years for those entering without an advanced degree. Full tuition is required for each residence year. Students who are required to fulfill three years of residency may petition to complete their third year as a post resident and pay only the post-resident tuition.

Master's students satisfy residency requirements when they complete the required number of courses (depending on the program to which the student has been admitted) and the Management Laboratory Project.

Residency Requirements for Part-Time Students

Part-time doctoral and master's students fulfill their residency requirements when they have completed the required number of courses.

Part-time master's students have up to three years to complete all requirements for graduation.

Course Load

Full-time study is defined as an average of four courses per semester. The required course load for part-time students is no fewer than two courses per semester. Part-time students who register for only one

course in a semester due to unusual circumstances must have the written permission of their advisor and the program director.

Limits of Candidacy for Ph.D.

Full-time Ph.D. students must complete all degree requirements within 10 years of the matriculation date. Ph.D. students admitted on a part-time basis have 12 years to complete all requirements. If the dissertation is substantially complete as the 10- or 12-year deadline approaches, the dean or his/her designee has the authority to grant a one-time extension of candidacy of up to six months, upon the recommendation of the student's dissertation committee. Ph.D. students failing to finish within the specified period of time may petition the faculty to return for up to two additional years of study, starting in the academic year following notification of termination of candidacy for the degree.

Post-Resident Students

Doctoral students who have completed the required residence may petition for post-resident status and have their tuition reduced. The post-resident tuition allows a student to use university facilities, register for courses, defer payment on loans, receive V.A. benefits, occupy a Heller School office (if available) and serve on Heller or university committees. A student eligible for post-resident status may enroll for full-time study with

the approval of an advisor.

Continuation Students

Students who have completed residence/tuition requirements and who do not wish to take part in any of the benefits afforded to post-resident students may petition for continuation status and pay the annual continuation fee. This status entitles the student to a university I.D. card and use of the university's library facilities. A continuation student is not registered during the period in which they are completing degree requirements.

Registration

Every student except those doctoral students on continuation must file a registration card and course enrollment form with the registrar within the deadlines announced in the Academic Calendar. The requirement pertains to every Heller student, whether attending regular courses of study, carrying on research or independent reading, writing a dissertation or using any academic service or university facility. Students registering after the deadline listed in the Academic Calendar will be charged a late registration fee. Students failing to register within the deadlines announced each semester by the registrar will be administratively withdrawn. Students who have been administratively withdrawn must pay the reinstatement fee and receive the permission of the director of the program before they will be allowed to register.

Program of Study

Before registering and enrolling in courses, students plan a program of study in consultation with their advisor. All courses to be taken in the semester must be listed on the course enrollment form. Audited courses must also be noted as "AU". Registration cards must be signed by the advisor. Courses may be added, dropped or changed from audit to credit (or vice versa) by the deadlines announced each semester by the Heller registrar's office.

Evaluation Procedures

Instructors evaluate student performances in courses as:

Satisfactory, indicating that a student has successfully completed all the requirements of the course and has earned course credit toward the degree;

Marginal, indicating that a student encountered difficulty with the course materials. Marginal grades do not appear on the permanent record and are counted toward the degree requirement;

Incomplete, indicating that a student has not completed all requirements for a course at the end of the semester. The Incomplete grade may be changed to Satisfactory by the instructor upon the satisfactory completion of all requirements;

Unsatisfactory, indicating that the student's performance does not meet the requirements for

course credit. If an Unsatisfactory rating is received in a required course, the course may be retaken. Should the new rating be Satisfactory, it will replace the former Unsatisfactory rating.

A doctoral student with two Unsatisfactory grades or three Marginal grades or one Unsatisfactory grade and two Marginal grades will be referred to the dean. Two Unsatisfactories or three Marginals constitute grounds for dismissal from the master's program. Exceptions to this policy can only be made by the program director after consultation with the student, instructors and the dean.

Incompletes

Students encountering unusual circumstances during a semester that prevent completion of course work may ask an instructor to give a grade of Incomplete. Instructors are not required to give Incompletes. If an instructor agrees to give an Incomplete, he or she will note on the course evaluation what remaining work the student must do to pass the course. Some instructors may also set a date for completion of work that is before the maximum times allowed by school policy. Deadlines set by the instructor take precedence over school deadlines.

Master's students must finish all course requirements by the end of the second week of the following semester or term or the course grade will automatically be changed to Unsatisfactory.

Ph.D. students must finish all course requirements on the following schedule: fall semester Incompletes must be completed by the following May 1; spring semester Incompletes must be completed by the following December 20; summer Incompletes must be completed by the following February 1. If all course work is not satisfactorily completed on schedule, the Incomplete grade will automatically be changed to Unsatisfactory.

Extensions for Incompletes may be granted only for exceptional (not instructional) circumstances by the program director after discussion with the instructor.

Audit

Students may audit classes with the permission of the instructor. An audit will be entered on the permanent record only if the instructor indicates that the student has attended class on a regular basis.

Tutorials

A student may request in writing that course credit be granted for a tutorial. Such a recommendation must be made prior to the tutorial and should include an outline of the work and assignments to be covered as well as the circumstances justifying a tutorial for a course. The student's advisor must review the outline and approve the tutorial. A copy of the approved outline must

be submitted to the registrar during the registration period. In general, tutorials may not be used to replace courses offered in the school.

Consortium

Brandeis University is part of a consortium that includes Boston College, Boston University and Tufts University, enabling Heller students to take courses at these institutions. In addition, the Heller School has cross-registration agreements with the Department of Urban Studies and Planning at MIT and the gerontology program at the University of Massachusetts at Boston. M.M.H.S. students may cross register for graduate level courses at Bentley College and at MGH Institute of Health Professions.

Full-time doctoral students are permitted to take a total of four courses outside the Heller School. Part-time doctoral students may also take four outside courses, but on a staggered basis: of their first eight courses, two may be taken outside; of the remaining six courses, two may be taken outside.

Master's students may take two courses outside of the Heller School. M.M.H.S. students who wish to take courses at other institutions must first complete four Heller School courses and obtain approval from their advisor prior to enrolling in the course. Courses at consortium schools may not be taken during the summer.

Outside courses may not be used to substitute for courses offered in the Heller School's curriculum. Courses taken outside the Heller School must be at the graduate level in order to receive credit. Students are responsible for paying full tuition to Brandeis.

Special Student Status

Any individual not formally admitted to the Heller School who wishes to take a course must apply for special student status. In order to receive special student designation, the following criteria must be met: the request must be reviewed and approved by the registrar; the consent of the instructor of the course must be given; tuition must be paid. Special students may take a maximum of two courses. Occasionally, a special student might wish to apply for admission to one of the degree programs. Special student status implies no commitment on the school's part of formal admission to the Heller School. Applications from special students will be considered along with, and under the same criteria as the general pool of applicants. In the event that a special student is admitted to the school as a regular student, courses successfully completed as a special student may be applied toward degree requirements.

Leave of Absence

Students may petition for leave of absence. Leaves of absence up to one year will normally be granted to students in good academic standing who present compelling personal reasons or

need to do work off campus in connection with their graduate studies. Leaves of absence must be approved by the student's advisor and program director. Time spent on authorized leaves of absence will not be deducted from the maximum time permitted to complete degree requirements. If for any reason a leave of absence must be extended, a written request must be submitted before the leave of absence expires. Failure to do so will result in being administratively withdrawn from the university.

Students who have completed residency requirements are not eligible for a leave of absence, except for reasons of ill health.

Withdrawal

A student who wishes to withdraw from the university at any time must give immediate written notice to the program director, the Heller School registrar, and the Heller School financial aid director. Failure to comply may subject the student to dishonorable discharge, refusal of readmission, cancellation of the privilege of securing an official transcript and, in the case of a student withdrawing within 30 days of the beginning of classes, loss of eligibility for a partial refund of tuition. Such a student must pay tuition for the full semester. Permission to withdraw will not be granted unless all financial indebtedness to the university has been discharged or arrangements for subsequent payment to the satisfaction of the bursar's office have been made.

Brandeis University Records Policy

Annually, Brandeis University informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, establish the right of students to inspect and review their educational records and provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

University policy explains in detail the procedures used by the institution for compliance with the provisions of the Act. Copies of the policy, which includes a directory of records listing all education records maintained on students by the institution, can be found in the offices of the university registrar, the dean of the college, the Graduate School and the Heller School. The policy is also on reserve in the Farber Library. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the University Registrar.

Public Notice Designating Directory Information

Brandeis University hereby designates the following categories of student information as public or "Directory Information." Such information may

be disclosed by the institution for any purpose, at its discretion.

Category I

Name, identification number, local address and telephone number, date of birth, class (i.e., year of graduate study).

Category II

Dates of attendance and field of concentration at Brandeis, previous institution(s) attended and major fields of study, awards and honors, degree(s) conferred and date(s) conferred.

Category III

Past and present participation in officially recognized sports and activities, physical factors (height, weight, etc.)

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received by the Heller School registrar prior to the fall term registration deadline at Brandeis University. Forms requesting the withholding of such information are available at the Heller School registrar's office.

Students who withhold disclosure of Category I information will not appear in the student directory published annually by the university. Brandeis University assumes that failure on the part of any student specifically to request the withholding of information indicates individual approval for disclosure.

Discipline and Student Judicial System

Exclusion, Dismissal or Expulsion

The university reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable. Neither the university nor any of its trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

The university also reserves the right to revoke, cancel or reduce at any time any financial or honorific award made to any graduate student, for character, conduct, academic standing or financial indebtedness regarded by the university as undesirable; neither the university nor any of its trustees or officers shall be under any liability whatsoever for canceling, revoking or reducing any award.

Student Judicial System

The university establishes standards of student behavior and reserves the right to suspend or permanently dismiss students whose conduct warrants such action. The university will give due notice and, if requested, a hearing before the appropriate body. The Student Judicial System is administered by the Office of Campus Life. Standards, policies and procedures are published in *Rights and Responsibilities*, published by the Office of Student Affairs.

Tuition and Fees

Tuition and Fee Schedule

The following tuition and fees are in effect for the 1993-94 academic year. These figures are subject to annual revision by the Brandeis Board of Trustees: Full-time Resident Tuition for the Ph.D. Program, \$17,730; Part-time Tuition, \$1,500/course; Full-time Resident Tuition for the 12-course Master's Program, \$16,460; Full-time Resident Tuition for the 15-course Master's Program, 17,640; Part-time Master's Tuition, \$1,500/course.

Application Fee, \$50

The application fee is payable by applicants to both the Ph.D. and the Master's Program when the application is submitted. Applications will not be processed without this fee.

Matriculation Fee, \$200

All students admitted to either program are required to pay a matriculation deposit of \$200 to reserve a place in the entering class. The deposit is not refundable and is applied toward tuition for matriculants.

Diploma Fee, \$20

Payable by all candidates for the master's degree.

Transcript Fee, \$2

Students, former students and graduates who request official

transcripts of their records in the Heller School are charged \$2 for each copy issued after the first one, which is free. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Transcripts will be issued only to those students whose financial records are in order.

Reinstatement Fee, \$250

Payable by a student who, after withdrawal, suspension, or dismissal, has been reinstated with the consent of the dean of the Heller School, or his/her designee.

Optional Student Health Services Fee, \$300 (\$85 Summer)

Entitles the graduate student to the use of on-campus health services

Student Health Insurance Fee, \$610 (\$205 Summer: June-August)

All students (except special and continuation students) are required to have personal health insurance. Payment of the insurance fee entitles the graduate student to participate in the benefits of the Health Insurance Plan. The fee is payable at registration and no portion is refundable.

Dependent Health Insurance Coverage

Although the health services offered at Golding Medical Outpatient Services Building are not extended to dependents of students, an optional family

health insurance plan is available to married students for a fee of \$1,005 for student and spouse and \$1,305 for the family plan. Special students are not eligible for this plan. There is an additional charge during the summer for M.M.H.S. students.

Parking Fee, \$35 (commuters)

Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

Late Registration Fee, \$25

Payable for failure to complete registration at the time announced by the Heller School.

Incomplete Records Fee, \$25

Payable for failure to complete administrative requirements by date(s) specified in the Academic Calendar and/or Catalog (e.g., late filing of Health Examination Report, failure to register, etc.).

Cap and Gown Fee, \$13

Payable by all candidates for the M.M.H.S. degree.

Post-Residence Fee, \$1,100

Students who have completed the required residence and full tuition period may petition to become a post resident and have their tuition reduced to \$1,100 per academic year. The post-resident tuition allows a student to use university facilities, register for courses, defer payment on loans, receive V.A. benefits, occupy a Heller School office

(if available) and serve on Heller or university committees. Students in this category must be covered by health insurance.

Continuation Fee, \$200

Students who have completed their residency and who do not wish to use the university facilities or who do not wish to defer student loan payments during the period in which they are preparing for the completion of the degree may petition for continuation status and pay an annual fee of \$200.

Final Doctoral Fee, \$300

This fee covers all costs for the year in which the Ph.D. degree will be conferred including the costs for the microfilm publication of the doctoral dissertation; the publication of the abstract of the dissertation in "Dissertation Abstracts"; copy-right protection; issuance of a Library of Congress number and appropriate library cards; and binding of four copies of the dissertation. The final doctoral fee also covers the rental expenses for academic robes for graduation and cost of the diploma. All candidates for the Ph.D. degree must pay the \$300 final doctoral fee prior to the receipt of their degree.

Exceptions: Students who have been in residence in their final year (or semester) may deduct any tuition charges from this fee that they personally have paid to the university in that final year (or semester). This includes the \$200 continuation fee and any post-residence fee covered by an outside grant. If a student has a Heller tuition

waiver in that last period, then that student must pay the \$300. If a student completes all the Ph.D. Program requirements, including the dissertation and defense, after the deadline for graduation in any academic year, he/she does not have to pay any further tuition in the semester in which he/she actually graduates.

Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Heller School for a partial refund of tuition in accordance with the following: before the opening day of instruction, 100% of semester tuition; on or before the second Friday following the opening day of instruction, 75% of semester tuition; on or before the fifth Friday following the opening day of instruction, 50% of semester tuition; after the fifth Friday following the opening day of instruction, no refund. All refunds are subject to review and final approval by the University Controller and will be disbursed only upon written request.

Summer Refund Policy

Refunds for withdrawal from the summer sessions will be made as follows: 100% before the opening day of instruction and 50% before the second day of instruction. No refunds after the second day of instruction.

Living Expenses

The following estimates of living expenses provide some reasonable expectation of the costs of living in the Boston area for the 1993-94 academic calendar based on 9 months and should be proportionately calculated to include summer months and a 7 to 10 percent increase for 1994-95 and subsequent academic years. A single person will need a minimum of \$12,700 excluding tuition to cover the following living costs: health fees (\$610), books and course materials (\$700), rent (\$450\mo), food (\$3,000) and transportation, recreation and miscellaneous expenses (\$4,340). For students with a family, calculations should include an additional \$3,000 for the spouse and \$3,500 for each child.

Financial Policy

Tuition and fees are due when billed. A student who defaults in the payment of indebtedness to the university shall be subject to suspension, dismissal and refusal of a transfer of credits or issuance of a transcript. Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the student loan office and by the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. A student who has been suspended or dismissed for nonpayment of indebtedness to the university may not be reinstated until such indebtedness is paid in full.

Admission Procedures

Master's Program

The M.M.H.S. Admissions Committee bases its decisions on a number of factors. Selection is based on the applicant's ability to do high-quality graduate work and evidence of interest and career goals that are compatible with the mission and resources available at the Heller School, as demonstrated by the applicant's:

1. Statement of Purpose

A written statement of purpose that includes your career goals, from both the short- and long-range views. Cite work or educational experience you have had that has developed your interests, social concerns and career goals. (Use no more than a total of three typed, double-spaced pages.)

2. Academic Record

Applicants must have official transcripts of all undergraduate, graduate or course work sent directly to the Heller School.

3. Three Letters of Recommendation

At least one letter of recommendation should be from an employer or supervisor, one from a professor with whom you have studied, and one from either another employer, professor or a professional of your choice. The recommendations should provide detailed information about the quality of your academic achievements and specific comments on your personal qualities relative to

your potential as a graduate student. Recommendations from employers or supervisors should detail your ability to perform on-the-job and their assessment of your promise in human services management.

4. Management Problem Analysis

This management problem analysis will be used to assess your ability to analyze a problem and to express ideas. Most applicants have been associated with organizations that have various managerial situations or problems. In a two- or three-page (double-spaced, typed) essay, describe a management problem that you have encountered at work or at school, then discuss methods or options for resolution. You may also enclose additional samples of your written work.

5. Scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE)

Not required for applicants to the evening MMHS program

Scores must be less than five years old. To ensure that the results of the test are received before the February 15th application deadline, applicants should register to take the GMAT no later than the January administration or the GRE no later than the December administration.

Application Deadline for the M.M.H.S. Program

The deadline for submission of all application materials, including the \$50 application fee, is February 15th. Applications received after that date will be reviewed on a space available basis.

Notification

Completed applications will be considered individually by the M.M.H.S. Admissions Committee, and the applicant will be notified of the committee's decision within three to five weeks of receipt of all application materials.

Ph.D. Program

The decision of the Ph.D. Admissions Committee is based on a combination of factors. Selections are based on the applicant's ability to do graduate work of high quality and evidence of interests and career goals that are compatible with the mission and resources available at the Heller School, as demonstrated by the applicant's:

1. Statement of Purpose

A written statement of purpose that includes your career goals, from both the short- and long-range views. Cite significant work or educational experience you have had that has developed your interests, social concerns and career goals; state how you see your interests and career goals being met through doctoral study; and indicate what substantive area of study you will pursue, indicating major and minor interests.

2. Academic Record

Applicants must have official transcripts of all undergraduate, graduate or course work sent directly to the Heller School.

3. Three Letters of Recommendation

At least one letter of recommendation should be from an employer or supervisor, one from a professor with whom you have studied, and one from either another employer, professor or a professional of your choice. The recommendations should provide detailed information about the quality of your academic achievements and specific comments on your personal qualities relative to

you as a potential graduate student. Recommendations from employers or supervisors should detail your ability to perform a job and their assessment of your future promise.

4. Sample of Written Work

Include a sample of your written work, which will be used to assess your ability to deal with conceptual material, your analytic skills and your writing style. (Use no more than 10-15 typed, double-spaced pages.) *Jointly authored articles, grant proposals or theses will not be accepted.* Examples of academic writing include some of the following:

- a paper written within the last two years that met a course requirement;
- a paper published within the last three years in a professional journal; or
- a paper specifically prepared for the application. To achieve standardization your paper should be an analytic comparison of any two articles that have appeared within the last year in journals such as *The Public Interest* or *Social Policy*.

5. Scores on the Graduate Record Examination (GRE)

Scores must be less than five years old. In order to ensure that the scores are received before the application deadline, applicants should register to take the test no later than the December administration. Scores from The Miller Analogies Test (MAT) may be substituted if the test has been taken in the past five years.

Application Deadline for the Ph.D. Program

The deadline for submission of all application materials, including the \$50 application fee, is February 15th.

Notification

Each completed application for admission to the Ph.D. program, with all supporting records, is first examined by the Ph.D. Admissions Committee. The committee recommends to the dean of the Heller School which applicants should be selected for admission. The dean reviews all applications in light of committee recommendations and informs each applicant of the results in April.

Special Admission Requirements for Foreign Students

Thorough competence in English is required for graduate study at Brandeis University. All applicants whose native language is not English are required to submit results of the following tests, as well as the application requirements listed above.

1. Test of English as a Foreign Language (TOEFL) - Minimum acceptable score: 600
2. Test of Written English (TWE) - Minimum acceptable score: 5
3. Test of Spoken English (TSE) - Minimum acceptable score: 250

Financial Aid

The school attempts to assist as many students as possible in securing financial aid, although it expects that candidates for admission will explore a variety of outside funding sources such as private scholarships, foundation grants to individuals, state scholarships, G.I. Bill benefits and governmental loan programs.

The Heller School receives a number of federally sponsored grants that provide tuition scholarships and monthly stipends for eligible students. In addition, the Heller School has a limited number of scholarships that are awarded on the combined basis of need and merit. A number of research positions and teaching assistantships are also available for qualified students. Part-time students are not eligible to receive Heller scholarships or fellowships. Eligibility for financial aid of any kind requires a current Financial Aid Form (FAF) and a current Free Application for Federal Student Aid (FAFSA) on file at the Heller School. *The deadline for filing both forms is February 15th.*

Federal Family Education Loan Program

Federal Stafford Loans

Students may be eligible for a Stafford Loan if they meet the following requirements: (1) enrolled at least half-time at an eligible institution; (2) maintain satisfactory academic progress; (3) are either U.S. citizens or eligible noncitizens; (4) comply with Draft Registration; (5) are not currently in default on any Title IV loan or grant; (6) sign a Statement of Educational Purpose; (7) demonstrate need through an approved needs analysis system. Interest is subsidized by the federal government, and students are not required to repay these loans until after they leave school, or after they cease to be enrolled at least half-time.

A graduate student may borrow up to the cost of education, less other estimated financial assistance from federal, state or private sources, as determined by the School's financial aid officer. This may not exceed \$8,500 per year to a maximum of \$65,500 total for undergraduate and graduate education. For new, first-time borrowers after July 1, 1993, the variable annual interest rate is 6.22%, adjusted annually, and will not exceed 9%. This is a subsidized loan. No interest accrues during the in-school period.

Federal Unsubsidized Stafford Loans

The unsubsidized Stafford loan is available to student borrowers ineligible for subsidized Stafford loans. The same eligibility requirements exist, except that the borrower is not required to demonstrate financial need. Interest accrues during the in-school period. The variable interest rate for 1993-94 is 6.22%, adjusted annually, and will not exceed 9%. The combined total of Stafford loan and unsubsidized Stafford loan cannot exceed the applicable annual loan limit of \$65,500.

Federal Supplemental Loans for Students (SLS)

SLS loans are available to graduate and professional students who do not qualify for Stafford Loans, or who need additional financial assistance. Students are eligible to borrow through the SLS loan program regardless of their family's income or financial need. The first six eligibility requirements listed for the Stafford Loans are applicable to the SLS Program. Interest is not subsidized by the federal government and students may be required to repay these loans, including interest, while they are still in school.

A graduate student may borrow up to the cost of education, less estimated financial assistance from other sources - federal, state and private, as determined by the school's financial aid office. This may not exceed \$10,000 per year with an aggregate borrowing maximum of \$73,000 (including undergraduate borrowing).

The interest rate on SLS loans is currently set at 6.64 percent for the 1993-94 academic year. It is a variable rate, adjusted annually, and will not exceed 11%.

Information on these programs may be obtained from local banks and the school's financial aid office. Students who plan to borrow either a Federal Stafford loan (subsidized or unsubsidized) or a Federal SLS must have on file at the Heller School a current Financial Aid Form (FAF) and Free Application for Federal Student Aid (FAFSA). In addition, a financial aid transcript from each postsecondary institution previously attended by the student on at least a half-time basis must be on file.

General Information

The University

Brandeis University is recognized as one of the finest private liberal arts universities in the United States. Named for the late United States Supreme Court Justice Louis Dembitz Brandeis (1856-1941), the university was founded in 1948 under Jewish sponsorship as a nonsectarian institution offering the highest quality undergraduate and graduate education. It received accreditation within five years, the shortest possible time, and was awarded recognition by Phi Beta Kappa in 1961, only 13 years after its founding-the youngest institution to be so honored in more than 100 years.

Of the approximate 2,000 accredited colleges and universities in the nation, Brandeis is one of only 100 institutions recognized as research universities. Brandeis is a member of the Association of American Universities and is accredited by the New England Association of Schools and Colleges. Because of its research capabilities and size, Brandeis is able to combine the breadth of range of academic programs usually found at much larger universities with the intimate educational atmosphere of an undergraduate college.

Brandeis University is a community of scholars and students united by their commitment to the pursuit of knowledge and its transmission from generation to generation. As a

research university, Brandeis is dedicated to the advancement of the humanities, arts, social, natural and physical sciences. As a liberal arts college, Brandeis affirms the importance of a broad and critical education in enriching the lives of students and preparing them for full participation in a changing society, capable of promoting their own welfare, yet remaining deeply concerned about the welfare of others.

In a world of challenging social and technological transformation, Brandeis remains a center of open inquiry and teaching, cherishing its independence from any doctrine or government. It strives to reflect the heterogeneity of the United States and of the world community whose ideas and concerns it shares. In the belief that the most important learning derives from the personal encounter and joint work of teacher and student, Brandeis encourages both undergraduates and postgraduates to participate with distinguished faculty in research, scholarship and artistic activities.

Brandeis was founded in 1948 as a nonsectarian university under the sponsorship of the American Jewish community to embody its highest ethical and cultural values and to express its gratitude to the United States through the traditional Jewish commitment to education. By being a nonsectarian university that welcomes students and teachers of every

nationality, religion and political orientation, Brandeis renews the American heritage of cultural diversity, equal access to opportunity and freedom of expression. The university that carries the name of the Justice who stood for the rights of individuals must be distinguished by academic excellence, by truth pursued wherever it may lead and by awareness of the power and responsibilities that come with knowledge.

As adopted at the meeting of the Board of Trustees, December 6, 1984.

Accreditation Statement

Brandeis University is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of the institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity also is addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the Office of the Provost and Dean of the Faculty, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110. Individuals may also contact the Association: Commission on Institutions of Higher Learning, New England Association of Schools and Colleges, Inc. The Sanborn House, 15 High Street, Winchester, MA 01890, (617) 729-6762.

The Campus

Brandeis is located in Waltham, about 10 miles west of Boston. The Brandeis campus consists of 250 acres with more than 100 buildings. Commuter rail and subway connections not far from campus provide access to the Boston and Cambridge metropolitan areas, known for their cultural and ethnic diversity, historical landmarks and concentration of distinguished colleges and universities.

The Brandeis community affords students an array of cultural and professional events; the University attracts noted speakers and artists; there are weekly classical music concerts and the Spingold Theater Arts Center stages a varied program of entertainment. The Rose Art Museum offers a full range of paintings and sculpture by prominent foreign and American artists, and facilities are available for student artists.

Libraries

The Brandeis Goldfarb Library and the Farber complex, situated next to the Heller School, house approximately 750,000 volumes, microfilm holdings, periodicals and newspapers. The Brandeis University Libraries offer access to a variety of electronic reference sources. Electronic sources on CD-ROM are available in both libraries at no charge. Among the databases available are *Readers' Guide*, *Social Sciences Index*, *MLA Bibliography*, *Psylit* (*Psychological Abstracts*) and *Newspaper Monthly Catalog*. The Gerstenzang Science Library subscribes to *Medline*, from the National Library of Medicine, and to *Science Citation Index*.

Members of the reference staff are available to perform searches in hundreds of databases available through national on-line services such as DIALOG and BRS. Search prices vary. There are a limited number of subsidies available to graduate students to help defray the cost for the first online search. Heller

School students should contact the Director of Financial Aid and Student Services for more information about the subsidy.

The Intercultural Library, a new unit within the Brandeis University Libraries, was established in the summer of 1989 for the purpose of encouraging and fostering greater awareness of cultural diversity among faculty, staff and students. The Library houses a collection of materials of a general and current nature pertaining to various world cultures and their relationship to the American experience. The Intercultural Library also sponsors academic support programs for students of color through the academic affairs office.

In addition, The Institute for Health Policy Library, located at the Heller School, houses specialized collections in gerontology, long-term care and health policy which have been compiled by faculty and staff members.

The Heller School Livingston Reading Room contains nearly 400 doctoral dissertations, Management Laboratory Project reports, numerous scholarly journals and a collection of selected United States and Massachusetts state documents.

Computer Access

The Heller School has its own computer room with terminals that allow direct access to the university's Feldberg Computer Center. Heller students may also use microcomputers at a university computer pod located in Shiffman Hall near Heller

or at the Feldberg Center. Computer instruction is integrated in course work and mini-courses are provided for the use of special software programs including word processing.

Heller Colloquia and Lecture Series

Throughout the academic year numerous guest speakers visit the Heller School, providing a range of perspectives on issues of interest to the Heller community. Weekly colloquia, informal talks, panel discussions and symposia enable students to question the research findings or policy approaches of the speaker. Among the speakers who have appeared at colloquia are the deputy director of the Ford Foundation, the director of Health Financing and Policy, U.S. General Accounting Office, the executive director, New Orleans Council for Young Children, the commissioner, Massachusetts Department of Social Services and the director of Medicaid's Clinical Programs.

Housing

Most Heller School students live in apartments in Waltham, Cambridge and the Greater Boston area. A limited number of apartments are available for graduate students through the Office of Campus Life. The University also maintains up-to-date listings for persons interested in renting apartments, subletting houses and sharing apartments with roommates. For additional information, please write or

call: Brandeis University, Office of Campus Life, Usdan 114, P.O. Box 9110, Waltham, MA 02254-9110. Tel: 617-736-3550. FAX: 617-736-3622.

Day Care

The Lemberg Children's Center is a nonprofit, cooperative day care center under the auspices of the university for children 2-6 years of age. The center is open Monday to Friday, 8:00 am to 5:45 pm, 12 months a year. Tuition is on a sliding fee scale with a limited number of less expensive, public-assisted tuitions available. Preference is given to children of members of the Brandeis community.

Athletic Facilities

The facilities of Ford Athletic and Recreation Complex are available for use by graduate students when scheduled athletic events are not in progress. Gymnasium facilities, indoor swimming pool, indoor and outdoor track and indoor and outdoor tennis courts are available. Lockers may be rented in either the gym or pool area.

Student Center

The Usdan Student Center, near the Heller School, houses several cafeterias where meals and snacks may be purchased on an individual basis or through meal plan contracts. Other facilities at the student center include a bookstore, where all required course material is available; a post office, a game room and a graduate student lounge.

Kosher meals are available at Sherman Student Center, which is also the location of the Stein where pizza, hamburgers and sandwiches may be purchased.

Health Services

Because health and medical care are an integral part of the university experience, the University Health Services provides a program of comprehensive medical and emotional care.

Students planning to matriculate in the Heller School must submit a Health Examination Report completed by the family or personal physician prior to registration. In addition to information about previous health and details of the physical examination, state law requires that all students present evidence of immunization against tetanus, polio, measles, mumps and rubella. Since students may not register until the requirements have been satisfied, it is strongly recommended that the Health Examination Report be submitted by July 1.

Health Care: An optional Health Participation fee entitles students to medical services available at the Golding Medical Outpatient Services Building and Mailman House without additional charge during the academic year. This fee does not pay for off-campus medical consultations, dental care, medications, laboratory tests, drugs, X-rays, reusable supplies or admission to the university's hospital (Stoneman Infirmary) and students are responsible for these charges.

Health Services and the use of the Stoneman Infirmary are available to students only during the period in which the university is in regular academic session. Limited day facilities are available at all other times.

Health Insurance: Each student is required to have personal health insurance. The student may elect to participate in the Student Health Insurance Plan offered through the university or may substitute membership in a comparable plan. Both domestic and international students must provide documentation of health insurance coverage to University Health Services at the start of each academic year. Those who do not provide this information will be automatically enrolled in the Student Health Service Insurance Plan. The Student Health Insurance Plan offered through Brandeis is designed to defray expenses of those situations that are beyond the scope of Health Services; for example, laboratory and X-ray examinations, as well as hospitalization for illnesses or accidents of a more serious nature. The plan extends for a full calendar year commencing with the first day of the academic year.

International students are required to have full United States or Canadian health insurance for themselves, their spouses and their children

regardless of a national health insurance in their home country. They may enroll in the Student Health Insurance Program or may arrange alternate insurance with a company in the United States.

Whereas situations not covered within the Health Services or by the Insurance Plan are infrequent, an awareness of these possibilities will lessen misunderstanding and disappointment. In such instances, students are responsible for expenses that are not covered by the university's health program or its associated insurance policy. Similarly, students are responsible for expenses that are not covered by alternative insurance programs substituted for the Brandeis University Student Health Insurance Plan.

A detailed brochure of the services offered by the University Health Services as well as an outline of the details of the optional health care program and separate student health insurance plan are mailed to students annually. Students are urged to read this brochure carefully and keep it for reference. This brochure includes a statement of patient rights in University Health Services.

Psychological Counseling Center-Mailman House

The services of the Psychological Counseling Center, a part of University Health Services, are available to students who enroll in the University Health Services plan. At the center, a professionally trained staff provides a range of counseling and psychological services designed to enhance personal development of students and assist those who are experiencing personal or emotional problems. Individual counseling and psychotherapy are available both to undergraduate and graduate students; group therapy is also available on a limited basis. Students may make an appointment to see a counselor by calling the Counseling Center office on the second floor of Mailman House at 617-736-3730.

The Heller School Alumni Association

The Heller School's Alumni Association was established in the early seventies with membership automatic for all graduates. Since 1978, the association has been enriched with the introduction of our more recent M.M.H.S. graduates. Representation of our alumni is assured on the school's Board of Overseers and on the National Board of the University's Alumni Association.

There is regular communication with alumni and an Alumni Directory is available to all graduates. Special alumni events are held in Boston, at regions throughout the country and at national professional meetings.

The association has been an effective network; recommending new students, suggesting dissertation opportunities, making known job possibilities and serving as both a professional and social exchange for its members.

Job Placement

The Heller School receives announcements from all over the country for faculty, research, human services management and policy analyst openings which are shared directly with students. The University's Hiatt Career Development Center also provides graduates with professional assistance in job placement.

Career workshops, featuring training in resume writing, interview skills, targeting of career goals and marketing of individual strengths are held annually to aid students in their job search. Contact with potential employers is maintained through a series of recruitment visits to the school, and luncheons with colloquium speakers. The school also maintains relationships with various agencies, governmental departments and universities. For master's students the Management Laboratory Projects provide an important source of information about the job market and referrals. Heller alumni are in leadership roles in the total range of social welfare contexts and provide a primary network for assisting graduates in locating appropriate professional positions. Frequently alumni recruit graduates directly for vacancies in their organizations.

Officers of Instruction*

Stuart H. Altman
Sol C. Chaikin Professor of
National Health Policy
Ph.D., University of
California, Los Angeles

Christine Bishop
Research Professor
Ph.D., Harvard University

Gerald W. Bush
Human Service Management
Professor
Ph.D., Northern Illinois
University

James J. Callahan, Jr.
Research Professor
Ph.D., Brandeis University
The Heller School

John A. Capitman
Research Professor
Ph.D., Duke University

Jon Chilingirian
Assistant Professor
Ph.D., Massachusetts Institute
of Technology

William H. Crown
Associate Research Professor
Ph.D., Massachusetts Institute
of Technology

Barry L. Friedman
Research Professor
Ph.D., Massachusetts Institute
of Technology

Janet Z. Giele
Acting Dean and Professor
Ph.D., Harvard University

David G. Gil
Professor
D.S.W., University of
Pennsylvania

Andrew B. Hahn
Research Professor
Ph.D., Brandeis University
The Heller School

Leonard J. Hausman
Maurice B. Hexter Associate
Professor of Social and
Economic Policy
Ph.D., University of Wisconsin

Constance Horgan
Research Professor
Sc.D., Johns Hopkins
University

Kenneth J. Jones
John Stein Professor of Social
Rehabilitation
Ed.D., Harvard University

Hilda Kahne
Visiting Professor
Ph.D., Harvard University

Martha Wyngaarden Krauss
Associate Professor
Ph.D., Brandeis University
The Heller School

Norman R. Kurtz
Lester and Alfred Morse
Professor of Urban Studies
Ph.D., University of Colorado

Jeffrey Lazarus
Adjunct Lecturer
Ph.D., University of Pittsburgh

Walter Leutz
Associate Research Professor
Ph.D., Brandeis University
The Heller School

Martha McGaughey
Adjunct Lecturer
Ph.D., Brandeis University
The Heller School

Thomas McGuire
Adjunct Professor
Ph.D., Yale University

Ivor P. Morgan
Adjunct Lecturer
D.B.A., Harvard University

Steven Morgan
Adjunct Lecturer
Ph.D., Brandeis University
The Heller School

Phyllis Mutschler
Lecturer
Ph.D., Brandeis University
The Heller School

Jeffrey Prottas
Research Professor
Ph.D., Massachusetts Institute
of Technology

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